

THE DEAF *American*

THE NATIONAL MAGAZINE FOR ALL THE DEAF

School Without Walls:
ANNUAL DEAF YOUTH LEADERSHIP CAMP

December
1973

75c Per Copy



The Editor's Page

We're No. 2 After All

Back in 1964, effective with the September issue to be exact, the **Silent Worker** became THE DEAF AMERICAN after numerous title suggestions were received. At that time—and ever since—we had reason to believe that THE DEAF AMERICAN was a new name.

But . . . it turns out that another DEAF AMERICAN was a forerunner.

While scanning the 1903 files of **The Hoosier**, publication of the Indiana School for the Deaf, Charley Whisman came across a reference to an earlier DEAF AMERICAN. Searching further, he unearthed a clipping of the publication's masthead, circa 1906.

For posterity, we reproduce the masthead in full:

The Deaf American

A Weekly Newspaper published every Thursday in the interests of the Deaf in general, Russell Smith, Publisher and Proprietor.
Office of Publication, 3831 Decatur St., Omaha
Entered April 24, 1903, as second-class matter at Omaha, Neb., Postoffice.
Act of Congress of March 3, 1879.

THE DEAF AMERICAN is the only independent newspaper for the deaf, not depending on state support, but is supported by the deaf people of their own free will.

Communications of a literary and scientific character pertaining to the welfare of the deaf are most respectfully solicited. They must be accompanied by signatures, not for publication but as a guarantee of good faith. Rejected manuscripts will not be returned except upon receipt of postage stamps.

SUBSCRIPTION—75 cents a year; strictly cash in advance. This plan is the best for subscribers as well as for ourselves.

Inquiries as to the whereabouts of any person will be charged 10c per line. Six words to the line. Also matter that tends to advertise his or her business will be charged five cents per line. Correspondents must govern themselves accordingly.

Address:

RUSSELL SMITH,
3831 Decatur Street,
Omaha, Neb.

No, Russell Smith wasn't a relation of ours. So we wonder if any of the oldtimers—or a historian willing to do some research—could tell our readers about this proprietor-publisher and the extent of the newspaper's existence.

"A Play of Our Own"

In this issue Adele Shuart and Taras B. Denis tell about the Hartford Thespians' presentation of "A Play of Our Own" in eastern cities to highly appreciative audiences. While we have not been fortunate enough to witness a production of this sort, we share the enthusiasm of our writers for a dramatic production of, by and for the deaf.

From a distance, it could be risky for us to give credit to whom credit is justly due, but we are sure that Dorothy Miles is among those deserving plaudits.

Last month's DEAF AMERICAN had a story about the Gallaudet College Theatre's performance of Gilbert Eastman's "Sign Me Alice" last April. Again, it was a success for a play of, by and for the deaf.

Does the East Coast have a monopoly on dramatic interest and talent? Could be, but we have a hunch the West Coast, and perhaps other areas, will be heard from before long.

Cover Stories and Color Pictures

For the second straight issue, THE DEAF AMERICAN has a color picture for its feature story. This is something of a record because we rarely use color for two reasons—the cost of color separations and presswork and the availability of suitable pictures. Now that we have taken the plunge, we are on the lookout for more such covers.

Speaking of covers, we wonder if our readers have noticed that the back cover is now available for advertising at \$181.50 per insertion.

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DECEMBER, 1973

Junior NAD'S School Without Walls; Five Years Of Progress

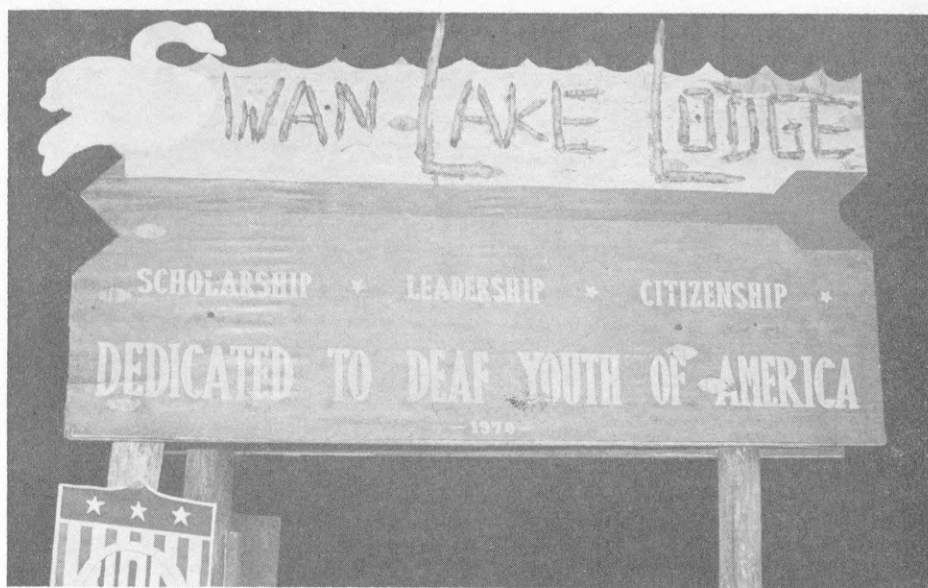
By FRANK R. TURK

"But I want to see the school, not the buildings," protested a visitor about to be taken on a campus tour of an educational institution. Buildings are often displayed as evidence of progress and academic growth. One can easily be impressed by them and by physical appurtenances in general but ideas and people are more important though also more subtle; one must relate to them if he is to change lives, to create a strong desire for total excellence, and the need for continuing education in today's accelerated world of education and work. A student's physical environment is important; it affects his psychological environment significantly, but it nonetheless is but a means to an end, and the end is people and ideas.

The annual Deaf Youth Leadership Camp at Swan Lake Lodge in Pengilly, Minnesota, sponsored by the National Association of the Deaf has just completed its fifth year of existence and has been and always will be a program totally dedicated to the "idea" and "people" dimensions. It provides a flexible, spontaneous laboratory for learning and becoming—formal educational opportunities in an informal setting, not just an ordinary camp, *per se*. The physical, intellectual, emotional and social processes are synonymous—fused into one indivisible whole. Classes are conducted in language development, leadership, human relations, group dynamics, dramatics and living skills as well as normal camping pursuits. There is no gap between "school" and "life" to be bridged, nor such stereotypes that traditionally retard learning and becoming.

Consistent with current trends, notably the recent lowering of the age of adulthood from 21 years to 18, the YLC participants are continually educated and encouraged to match their responsibilities and obligations with the existing adult opportunities—the adult opportunities that are largely denied to them by the requirements of institutionalized living. Such pressure is a natural, almost inescapable phase of the YLC program, an important educational experience that can contribute greatly to the formation of mature habits and thought. "We have only one selfish motive here," emphasized Gary W. Olsen, the YLC founder and its only director since, "and that is to take the word 'special' out of 'special education' and make it 'education' which ultimately brings all campers into the same learning and becoming realm as their hearing peers. We also make special efforts to bring forth a basic change in the attitude of the teachers and parents who have been exposed only to the special education image of second-class citizenship for the deaf population."

The impact that the YLC program ex-



ENTRANCE—The entrance sign to the Youth Leadership Camp at Swan Lake is conspicuous and self-explanatory.

erts on the total growth and optimistic outlook of the deaf youth presently in school attendance can be measured briefly but quite adequately from excerpts from just a few of a stack of letters received by various persons involved in the YLC program: "... thank you for all you are doing for my son and all the other boys and girls. They need a leader who tells them to learn to do things for themselves. My heart almost burst when I saw how eager they were to learn and to set out to become the leaders they can be. For this, I am so thrilled and I wish I had seen that long ago. I would have been a better mother to Dan."—Mrs. Evelyn Chellin, Grove City, Minnesota.

"Our life is and will be in the future much richer for having met you and the many remarkably outstanding adults at the camp. As long as men like you, Don Padden, Don Pettingill, Jack Gannon, Harold Domich and Gary Olsen are around, as well as women like your wives, we feel at ease about our son's welfare."—Hugh Morrison, Midland, Michigan.

"The deaf adults have inspired us to reach for greater things in life. They are doing many outstanding things that we did not know that deaf people could do. They have awakened us to the fact that we, too, could do great things in life despite our deafness. We could do better than they ever will do because we are learning from their mistakes."—Julia Becker, 15, Austin, Texas.

"Example setting is the most wonderful thing that I learned at Swan Lake Lodge. I realize now that it is better to let my work speak for myself than to tell the people what to do. I make more friends this way and I get along with them much better, too."—Paul Singleton, 15, Portland, Oregon.

"I learned that volunteer work is expensive and that the volunteers have sacrificed a lot for us. We have developed respect for those people and we want to thank them for their work by doing our best at all times in school and during the years after school."—Patty Conover, 16, Trenton, New Jersey.

"Many campers shirked responsibilities at first, something that we have learned to dislike. We were that way before we came to YLC and we realize now why we failed in our work at school. Work is the secret of success and we even learn more about ourselves when we work together."—Tim Johnson, 14, Spartanburg, South Carolina.

"The best thing about this camp is the people! Everyone is so nice it just makes the camp a better place to be. I have learned so much about myself and how others feel. I really love it here and I am going to make a point of trying to come back next year if I can. I hope so! Like the song goes:

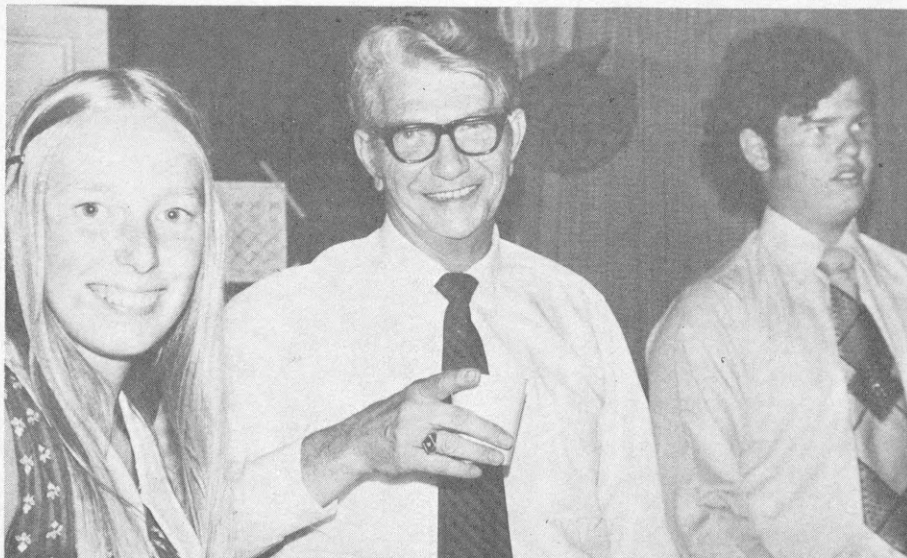
Make new friends
But keep the old
Some like silver
and the others like gold."

—Sharon Rose, 16, Wheaton, Maryland

The underlying philosophy of YLC is more or less equalitarian along the line of Abraham Lincoln's "As I would not be a slave, so I would not be a master." It seeks and values the greatest natural resource that needs to be developed and

OUR COVER PICTURE

The 1973 Youth Leadership Camp poses up on the Tower of Teamwork—"We move along by means of teamwork." (Photo credit: Runstrom Studio, Bovey, Minn.)



GUEST SPEAKER—Harold Domich of Gallaudet College relaxes with Ohio's Sharon Ellis and Indiana's Steven Shultz after his banquet speech, proving that college professors can act like people, especially when inspired by a young and enthusiastic audience—a hallmark of YLC groups.

extended—human talent. It examines and discusses the basic facets of the human talent problem, which should be the primary concern of all Americans. As Nancy Rarus, a YLC guest teacher from the American School for the Deaf in Hartford, Connecticut, put it succinctly: "When human talent is wasted, everyone is deprived; when it is rightly developed, everyone benefits." American democracy is firmly established on the principle that the fortunes of the individual and society rise and fall together.

The typical daily YLC program of activities follows:

- 6:15 a.m.—Rise
- 6:30 a.m.—Callisthenics
- 6:45 a.m.—Breakfast
- 8:00 a.m.—Language Arts Class
- 9:00 a.m.—Junior NAD Class
- 10:00 a.m.—Break
- 10:30 a.m.—Special Project Class
- 12:00 noon—Lunch
- 1:30 p.m.—Community Projects
- 3:30 p.m.—Recreation
- 6:00 p.m.—Supper
- 7:00 p.m.—Fireside Topics
- 8:30 p.m.—Evening Program
- 10:30 p.m.—Lights Out

The 1973 roster of 95 campers from 26 states follows: Virginia: Jose and Maurice Abenchuchan, Camella Ballard, Brenda Hall; New Jersey: Doreen Baldwin, Patty Conover, Mark Fisher, John Furman, Mary Meredith, Reggie Redding; Oregon: Becky Beatty, Jeff Howard, Paul and Ralph Singleton; Texas: Julia Becker, Jose Gonzales; New York: Greg Boryslawski, Pat Fenton, Victoria Magg-hochino, Susan Kociruba, Robert Lewis, Lori Kronick, Eran Krau, Harvey Grossinger, Ira, Hetty and Sara Rothenberg, Linda Stoltz; Indiana: Kin Cain, Mark Hucko, Dwight Benedict, Greg Stump, Christine Blackwell, Jeff Choate, Teresa Ezzell, Debbie Hammel, Terry Henderson, Jana Huffer, Kim Smith, Jeff Richards, Jeff Holsinger, Steve Stultz; California: Brenda Branton, Cathy Lee; Connecticut: Barbara Cassin, Carol Zurek, Nancy Mitchell; Massachusetts: Frank Marcil; Maryland: Brian Mayes, Bea and Britt Caswell, Sharon Rose, Zeph-ephene Jennings; Rhode Island: Marianna Confreda; Wisconsin: Wanda Dawe, Mike O'Donnell, Yvonne Olsen, Ann Schramer; Vermont: Cathy Fischer, Mary Gorman; Montana: Howard Hammel, Brenda LeMieux; Maine: Susan Hansen, Bill Tarr; Missouri: Valerie Hansen, Terry Huff; South Carolina: Tim Johnson, Judy Jones; Minnesota: Arlene Kersting, Kathy Pofert, Loretta Lanske; Illinois: Rita Kucinic, Pat Wasz; Michigan: Martin Zulczyk; North Carolina: Susan Menius, Dell Collett; Colorado: Willard Moers, Ray Kilthau; Pennsylvania: Larry Finneman, Lisa Myers, Grace Shirk, Beth Wallace; Kentucky: Carol West; Tennessee: Sandra Jones; Ohio: Sharon Ellis.

The staff members were Gary Olsen, Marla Hark, Cindy Decker, Bob and Mary Kovatch, Frank Turk, Don Padden, Gene Duve, Holly Benedict, Tom Gradnauer, Eileen Forestal, Mary Arrington, Sally Storms, Judy Nelson, Roger Claussen, Bob and Barbara Morrison, George Bodor, Robert Francis and Beverly Golen.

Two special features of the 1973 program which will be vastly expanded and

exploited for their maximum possible contributions to the education of the deaf in forthcoming YLC programs are integration of deaf and hearing campers and education of parents through direct activities of the camp. On the matter of hearing campers, Olsen brought this up: " 'Normalization' is of great concern. Our deaf kids must take the initiative to live in the mainstream of society. Our experience has been that where we have integrated or mainstream programs, the deaf campers have found much success because they are identifying with hearing kids in terms of communication and identification factors." The YLC program treats the total individual and his total life style. It raises the expectation level not only for the youngsters but for their parents, too. Oftentimes, parents underestimate the capabilities of their children but as accessible, innovative programs are developed with greater exposure to deaf models, one sees a tremendous turn-about in parental attitude in terms of what they expect for and of their children. "Besides the school and community as contributing agencies in total growth, we need to ensure that the parents are also a part of the planning process," Olsen maintains. "What are the needs of the parents? Is it possible that the deaf child is ever going to advance if you are only working on two-thirds of the problem?"

Situated in the heart of Minnesota's Arrowhead country, so named because the northeastern part of the state resembles the head of an arrow, Swan Lake Lodge is a 33-acre tract shaded by hardwood and birch trees and nestled in the area of serene quietude—"God's Country . . . Man's Sanctuary." The lake has a 16-mile shortline with rustic surroundings and provides year-around recreational possibilities for every type of vacationer—camper, fisherman, canoeist, skier, scuba diver, seaplane pilot, golfer, snowmobiler and just plain nature lover.

The American Camping Association-approved facilities include a Guest House

that accommodates visitors and special guests, a 70-foot cabin used by snowmobilers and hunters in winter and by mentally retarded campers during the summer, two barracks-type temporary cabins for deaf campers, a couple of old, two-story houses, a knotty pine sauna with all modern conveniences, and a 64-by-32-foot gambrel-roofed, barn style lodge with an Early American fireplace.

The Swan Lake area compares favorably with the nation's best year-round away-from-it-all sites—a place where one never runs out of things to do. You will never tire of just walking around the area, as the YLC campers often do, savoring the shadow-clad trails which evoke memories of the Chippewa, Dakota and Sioux Indian tribes who roamed the area in bygone days and you can still come upon visible traces of burial mounds found throughout the wooded sections. "This is my kind of place," offered Roger Claussen, the YLC cook since the program's origin and one of the original pioneer-builders. "I fell in love with Swan Lake at first sight and it will forever be a special part of my life—my goals, my inspiration, my everything."

In the winter, a real treat awaits all in this little snowmobile paradise. Such frontier challenges as ice house fishing, beaver, muskrat and mink trapping, hunting and snowshoeing are among the conspicuous daily activities of the area, in addition to those friendship-filled evenings before a roaring fire in the fireplace.

Canoeing

A highly popular YLC experience is canoeing on the clear, majestic waters along the Canadian border in the world-famous Quetico-Superior preserve, an unspoiled wilderness. This wilderness landmark is one of the remaining few which man, in quest of his brand of civilization, has yet to destroy—its stretch of terrain still rugged and its beauty unchanged for thousands of years to the tune of Robert



MISS CONGENIALITY—Cathy Fischer receives her Miss Congeniality award from William Moers (Colorado).



CANOEISTS—To survive or not to survive was not the question, but to do the task par excellence. Canoeists arrive and prepare for portage.

Frost's "The land was ours before we were the land's."

A two-day program of outdoor education featuring pragmatic learning experiences is an integral part of these annual YLC canoe trips which are easy-paced re-creations of the travels of the historical French voyageurs and couriers du bois. The problems of portaging, setting up camp, primitive cooking and all the things that fascinate people longing for closeness to nature are encountered throughout this two-day wilderness life. These activities develop traits of self-reliance as well as an awareness of the omnipotence of nature.

The wilderness area for the campers is a new, many-splendored world; they study nature and wildlife with an eagerness to learn from the experience. With the population explosion a remote distance away, they have no choice but to relax and to feel alone—to be more themselves than anywhere else, close to nature of which they are a part and to which they will eventually return. They are given the opportunity to feel themselves in the roles of the original Americans—the Indians. "In Minnesota, the Indian heritage runs deep, the culture enriches and the family ties to the land and to the past hold steadfast. White men tried to civilize them but still today Indians are basically true to their own languages, religions, social structures and legends," explained 18-year-old Judy Nelson of Babbitt, Minnesota, a volunteer counselor contemplating a career in the area of deafness. The campers discussed the Indian heritage at length and in depth, wondering, for example, if these steadfast traditions were superior to today's American life of rapidity and extensiveness. The Indians' deep love of nature was elaborated on by boys' counselor, Gene Duve, a 1973 Gallaudet College graduate now doing graduate work at the California State University at Northridge, who concluded with, "A bird or deer or the land is like a kin. The Indians' philosophy stresses coopera-

tion with nature. They took from nature only what they needed, always leaving order, not desolation."

The launching point for YLC canoeists is Ely, Minnesota, the home of Sigurd Olson, author of the best seller, "The Singing Wilderness." The 22-mile paddling route, with virgin pines on the rocky ledges along a rugged shoreline interspersed with high cliffs, reveals the sublime majesty of the wilderness—the colors, variety and contrasts that contribute beautifully to the back-to-nature mood and movement. The YLC camper literally deals directly with another part of himself since man, too, is part of nature. These YLC canoeists invariably fall in love with the area and will return again and again.

They utilize the canoeing skills that they developed at progressively difficult levels at Swan Lake Lodge prior to the trip. They learn the correct method of handling the paddle and of steering the canoe; of hanging on to and righting a

capsized canoe; of hand-paddling a water-filled canoe ashore; of entering a canoe from land and water, and, above all, respect for water and watercraft.

Best of all, a twilight canoe program includes seeing blue waters painted by a golden sunset and "communicating" with nature along the mirror-calm waters, a sight so overpowering that it is distant from words and worldly description.

A swim in clear, pollution-free water is most enjoyable—water which is so pure and clear that it is drinkable. Evening hours feature a bonfire program of activities such as dramatics, group discussions and songs. Anyone who has experienced the summer cool of the enchantingly fresh and quiet Minnesota dark knows how much he looks forward to the time when he can discard his plans or worries and sit before a northwoods campfire. Be the nature of its purpose warmth, preparation of food, talent presentation or psychological relaxation, the fire always serves as a climax to the adventures of the day. It is as important to a complete experience as a sense of belongingness to a child at bedtime. Its simplicity gives everyone the opportunity to participate—to join in the search for wood; to burn a hot dog; to tend the fire; to watch the sparks of the fire rise against the dark blue evening sky; to watch fuming, foaming waves crash against rocky shorelines in a natural love affair of water and rock; and to discuss the closeness of the stars and the insignificance of mere man in this macrocosm.

Daily Drum

Playing second fiddle only to Minnesota's imposing array of natural wonders in the estimation of the campers is the **Daily Drum** publication, the official YLC organ to which the campers flock for assignments as ducks take to water. It serves as a scholarly medium by which the students are lured into the difficult, disciplined world of writing—the typical



THE DAILY DRUM—Up in the lodge attic, but the noisiest and busiest place in camp, is the **DAILY DRUM** publishing area. The publication has continued to grow in popularity—both for its staff and the camper readership.



Horseback riding through the virgin pines and woodlands clear—an "escapade" for the staff members, yet a favorite of all campers.

Junior NAD "lure" of getting them motivated to write, write and write until it hopefully becomes a regular habit with them.

Serving the publication in an advisory capacity were Mary Kovatch, an academic teacher at the Indiana School for the Deaf, and Sallie Storm, a senior at Bowling Green University in Bowling Green, Ohio, and another volunteer counselor with career aspirations in the area of deafness. The **Daily Drum** is planned, composed and edited by the youngsters themselves on a rotating basis, covering internal and external activities of interest. The young writers are continually encouraged to do most of the actual work of the publication. It is the belief of the YLC officials that disciplined involvement in such a project is beneficial to leadership, fellowship, and character development of the individual campers. Furthermore, the nature of education and experience that is derived from this particular work can be instrumental in the development of clear thinking and group-oriented pursuits so lacking among school-age deaf people. Not to be overlooked is the potential carryover contribution of this area of work, for these people might someday utilize the "tricks of the trade" as members of their respective state associations, community service organizations, church groups and clubs for the deaf.

NFSD Workshop

The National Fraternal Society of the Deaf, a perennial champion of deaf youth programs, sponsors an insurance workshop annually at Swan Lake Lodge which serves to acquaint campers with various facets of insurance. "While the premiums paid are becoming less and less a burden on a family's budget, it is well to remember that the benefits are proportionately smaller in a value sense," cautioned Herbert Pickell, the NFSD agency director. Utilizing media equipment and real-life experiences to clarify his points, Pickell suggested that an insurance pol-

icy is an investment "to be reviewed from time to time, just as your health is to be checked at regular intervals." A policy purchased years ago, for example, may not serve the purpose for which it was originally intended. Another interesting note, among others, is that the common "rule of thumb" for life insurance is that the breadwinner should command at least five times his annual salary in insurance coverage.

Field Trips

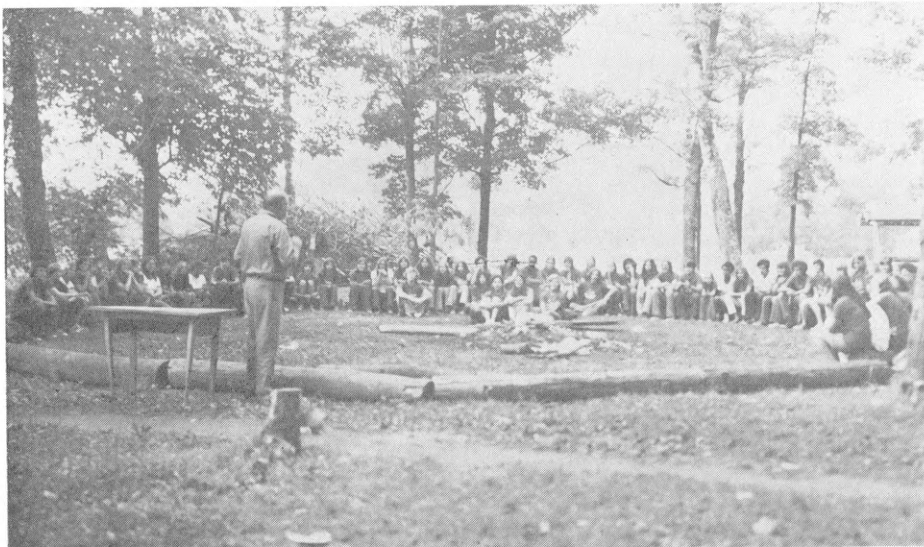
Field trips are carefully planned so as to provide the most practical yet inspirational way to absorb information about and from the places being visited—a situation in which everyone learns, everyone enjoys learning, and no one feels that he has been either overworked or overlooked. For example, a day of sight-seeing is climaxed with an inner tube float down Apple River in Somerset, Wisconsin, a physical yet educational outlet for the youngsters. The places visited

annually are Lake Itasca in central Minnesota, a scenic two-hour drive from Peggily, where the mighty Mississippi starts its 2,552-mile journey to the Gulf of Mexico (beginning as a small, clear stream that the campers walk over on rocks, it is a favorite stopover for more than a million visitors each summer); the Hibbing-Chisholm area, site of the world's largest open pit iron mines; Lumberjack Festival in Hayward, Wisconsin, where the romantic days of the double-bit axe and the two-man crosscut saw live on as the modern-day loggers compete in the woodcutter's spirit of the bygone days; the Blandin Company's pulp and paper mills in nearby Grand Rapids that produces all-purpose papers for distribution nationally; Paul Bunyan Museum and Amusement Park, Bemidji; and Duluth, the largest fresh-water seaport in the world and the site of the 1973 convention of the Minnesota Association of the Deaf which highlighted a lively "Rap Session" with YLC campers during the meeting.

Hatrak Survival

A novel 1973 addition is the Hatrak Survival program, YLC's conception of the nationally-famous Outward Bound project. Special experiences include three days of rugged life in the open (no modern conveniences, not even the comforts of an outhouse!), canoeing on river trails reminiscent of yesteryear, physical transportation of canoes across rough rapids to other areas of still water, hiking and construction of rope-knotted wooden structures such as a 30-foot tower, crossover bridge and emergency stretcher.

The YLC Daniel Boones learn and develop strong morality, an independent bent, innovative and pragmatic creativity, and, above all, "others-before-self" attitude—the ingredients of a strong character that will stand them well in the agonies and frustrations of life. All during the Survival, with its cold, rainstorms, and particularly the lack of sleep, the participants develop the awareness that something worthwhile is accomplished



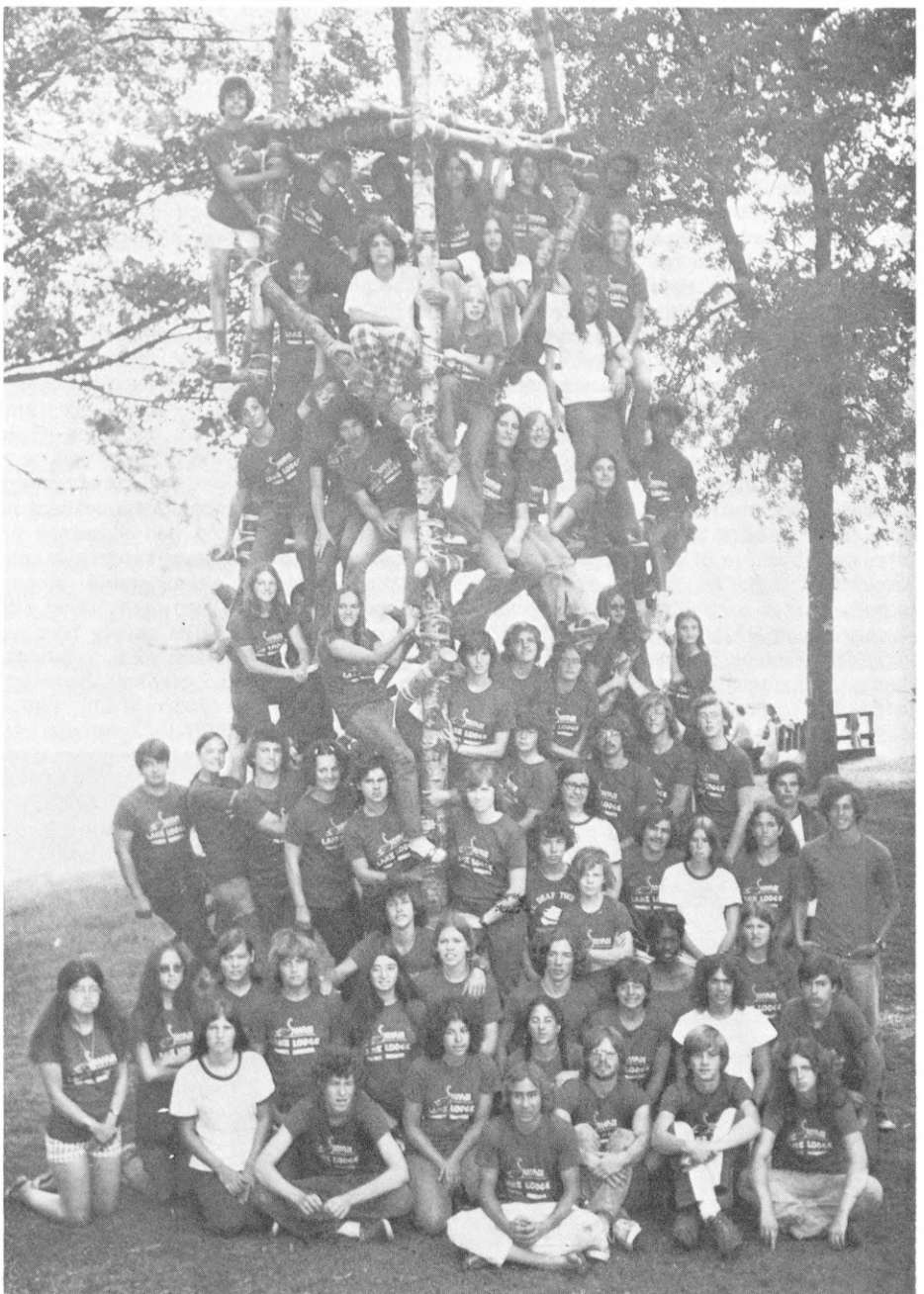
TYPICAL FIRESIDE CHAT—Eric (Malz) Malzkuhn, faculty member of the Model Secondary School for the Deaf drama department, does his piece. He came and shared and inspired.

through group efforts and demanding individual work. The campers are divided into groups of equal number, each with its own adult leader and its own program of activities. The essential factors of a successful "individual-within-a-group" life such as self-discipline, self-respect and self-confidence are the dominant topics of discussion aimed at the importance of self-directed pursuits so lacking among deaf youngsters. "It is not easy to accept defeat in anything," Eileen Forestal, girls' counselor from Chicago, told her group. "But if you have been on top at one time, you have the confidence you can do it again. You would be more discouraged if you had never done it in the first place. A lot of people felt, for example, that the Pittsburgh Steelers football team should have been winning for several years out there. The Steelers never did it before 1972. Now that they have, they should keep on winning for a long time. It has something to do with confidence. It is knowing that you can do something and then going out and doing it. Deaf people are pretty much like the Steelers. They have to be winners—live and play the game of life as winners before people will recognize them as such."

America needs leaders with self-confidence—leaders who can work with and through people; those who can understand complex problems and value the opinions of all people, especially in this increasingly difficult era of "do your own thing" and anti-establishment feelings among the young. The statement of Dr. Edward C. Merrill, Jr., president of Gallaudet College, in the summer 1970 issue of the JUNIOR DEAF AMERICAN, is relevant here: "The state of the nation today underscores the need for new and different leaders. We have good leaders now. The problem is that the demands which people are making for involvement, for more direct representation, and for "a piece of the action" require more leaders and different kinds of leaders."

The Hatrak Survival program situations place campers and adults together on a 24-hour-a-day basis and thus offer experiences in living and learning together that cannot be duplicated in the traditional classroom situation. These adults provide affirmation that there are people with proper sympathy and devotion to the youngsters' needs and emotions. Their contacts with the youngsters are sincere and wholesome—character building at its radiant best. This carries dual benefits. While adults inspire the young ones to seek higher objectives and greater values, to become all that is in them to be, the young people are in their own way "refueling" the adults' desire to render service to other people, their appreciation of other people's worth and their desire to make a better United States of America.

TOWER OF TEAMWORK—Top: Campers whipped ends and tied ties that would hold the tower that arose as a learning experience. Bottom: The campers were no monkeys but climbed the tower for this group picture. The fact that it held them all up is a tribute to the design and workmanship.





WORK-STUDY PROGRAM PARTICIPANTS—Left to right: Eugene Reston, George Borders, John Thames, James Bowers, Anthony Gray and Tyrone Wooten. All except Borders (from St. John's School for the Deaf, Milwaukee) are students at the Model Secondary School for the Deaf in Washington, D.C. This program is goal-oriented in that in collaboration with their respective school officials, the youngsters are prepared for something commensurate with their particular abilities and interests. Indiana School for the Deaf Jr. NAD had a similar program, Camp Live.

The Swan Lake wilderness as found in the Survival hiking trail, in its serenity and calm, is a place of refuge and inspiration for the renaissance of man's soul. The tree-tunneled paths open many discoveries, for one can read the signs of life everywhere, as seeing beaver tracks where only moments before the busy animal had disappeared into water. Experiences such as this awaken a joy in life which envelops young and old alike. They keep projects from cracking under pressure, from coming apart at the seams at critical points. By dedicating themselves to a common cause, people can do almost anything—both for themselves as individuals and as the builders of this great land of ours. Such is the first and foremost objective of the Hatrak Survival program which, as fitting as can be, is named after a closely-knit, traditionally strong Junior NAD and YLC family—Mr. and Mrs. Eugene Hatrak of LaPorte, Indiana, and their four talented “others-before-self” daughters, Daphne, Linda, Kay and Marla.

Pragmatic Education Classes

Weekday mornings at camp are spent in pragmatic educational classes dealing principally with the persistent problems of self-becoming and self-learning, leadership development and self-directed pursuits.

The class on the structure and purposes of the Junior NAD, conducted by the camp director, places emphasis on the most effective ways by which the students may serve their respective schools through a Junior NAD-oriented program, utilizing this process in attaining their maximum total growth. Ideas and suggestions from a synthesis of the successes and failures of prominent deaf leaders of America are presented and discussed as a means of overcoming apparently unsolvable problems. “Leadership among deaf people today,” Olsen emphasized, “is not as great as should be simply because of inconsistency of youth-adult relations. The persistency of the problem, however, could be due to the failure of our Junior NAD members to fulfill their normal ob-

ligations.” Spontaneous examples of YLC incidents are pointed out to stimulate and reinforce understanding of theoretical situations conducive to positive, productive group-oriented growth and contributions, with continuous reference to the fact that the moral fabric of the growth of any program thrives on convictions, involvement and attitudes of its membership. Why is it that our young people fail to plan? Why is it that they do not care to give their all to whatever they pursue? Why is it that they do not recognize a budding problem until it becomes a painfully visible reality? Occupational studies indicate that a great number of deaf youngsters are engaged in work in which they have no interest, from which they receive no satisfaction or in which they fail to utilize fully their aptitudes and talents. They go through life unhappy and bored with their work with no challenge in their job. Why? “The answer is simple. It is your attitude—the way you think!”, responded Brenda Hall, 15, of Staunton, Virginia, in coincidental reference to the Bible's “As a man thinketh, so is he.” Success or failure in life is caused more by mental attitudes than mental capacities—by how you think. Whether you think you can or think you cannot, you are right even when the end result is wrong. A poster I saw sometime ago, portraying a man jumping from an airplane with a parachute, grooves with this theory. Beneath the picture are the words: “A man's mind is like a parachute; it is of no value unless it is open.” Great men since time immemorial have had positive, mature minds—minds that find little difficulty in accepting basic concepts and in standing on the issues we know to be right, rather than following the mass or the herd.

Another particularly popular Junior NAD class issue is the topic of work—its purpose in life and its influence on the total growth of the individual. “Here's a sure-fire cure for just about everything that ails you—failure, worry, discouragement, you name it—this remedy will cure it! This cure is yours for the taking 24 hours a day. It is hard **work!**” This typ-



Left: This Dodge van was a valuable piece of YLC equipment during the 1973 session. Right: Part of the survival program was improvisation of a stretcher and practice in its use.

ical Olsen statement was enthusiastically complemented by 16-year-old Patty Conover's "You can drown your worries in sweat. Hard work controls worry." To paraphrase this New Jersey product, a repeater from 1972 YLC program, hard work is the bane of worry and it cures worry in three ways: 1) If you work hard and concentrate on the job at hand, convinced that you will succeed in time, you will have neither time nor thought for worry; 2) if you work hard enough, either mentally or physically, you will go to bed and go to sleep, too tired to stay awake and worry and 3) if you work hard enough and anticipate a lot more of the same afterwards, you feel so useful that you do not have anything to worry about. A New Yorker, Lori Kronick, 16, contributed some interesting facts about Thomas Edison's work-conscious life, stressing that even failure should be tried as an avenue to success. "There was a 10-year period, for example, during which Edison and his staff failed 17,000 times before they discovered a part that brought forth an improved battery." Would you be willing to work long hours a day and fail 17,000 times before you succeeded once? Are you failing often enough—or working hard enough? The fortunes of wealthy Americans such as Andrew Carnegie, John D. Rockefeller and Henry Ford were, of course, the results of hard work—as is true of practically all great fortunes, past and present. Only idle bodies and idle minds create a vacuum that invites discouragement and frustration, a totally unnecessary and deleterious pattern of the American way of life—the cancer of our birthright of independent living and self-determinism.

The Language Arts class includes primarily the practical experiences so essential to a language development program, the areas to which the deaf learners have limited exposure largely due to the absence of sound experiences and their institutionalized living conditions. Idioms such as "I could read the handwriting on the wall," "It suits me to a T," and "Don't look a gift horse in the mouth" are the examples in point. Commercial and bumper stick slogans—"Say It with Flowers," "Don't put all your eggs in one basket," "Virginia is for Lovers" and "Goat Ropers Need Love, too!" are among other "course" examples. Invariably, in order to effect concept building, the class becomes a Living Skills class, illustrating the typical real life situations of deaf people. Common social blunders such as making a social telephone call to a deaf acquaintance through his next-door neighbor on a rainy day, forcing the neighbor to brave the adverse weather in delivering the meaningless message; returning home from a party at a late hour, slamming the door and making annoying noises while preparing a bedtime snack, completely oblivious to the privacy of the occupants who have retired for the night; motoring through a green light without looking left and right



THOUGHTS OF YOUTH—Long, long thoughts (as noted by Longfellow) are being entertained by Olaf Olsen in one of his rare moments of quietude and seriousness. The three-year-old son of the camp director enjoyed the recreational activities just as much as the teenage participants.

in anticipation of the unknowing approach of siren-equipped vehicles; and employing sign language in pictures, not words or in good English sequence, at the expense of language development, represent some of the basic issues of the unique teachings of this class.

Fireside Topics

The evening's Fireside Topics program in the open features prominent adults from a wide area of leadership as guest speakers on topics of relevance. The campers assemble in a circle on log seats, facing a towering, triumphant fire in the center, visibly receptive and responsive to the adult speakers—their hunger for learning and knowledge as fired up as the flames themselves. Bull sessions afterwards in the Lodge are commonplace, nearly always with adult participants who tend to ease out as discussion leaders after a period of time, watch the campers fight back and forth and then re-enter the discussion to provide other leading questions or clarifications. The student's formal academic education often enters the discussion during which he enjoys the special and highly appreciated benefit of subscribing to the knowledge and experience of pragmatic teachers. This process enables him to relate classroom learning to the world around him and to enhance retention through motivational means.

The topics that normally dominate bull sessions are the subjects of student apathy across the country and problems of widespread educational failures where impediments to learning appear rooted in conditions outside of the traditional scope of the schools. What to do and how to go about attacking this and that are discussed—ways and means by which they may assemble and transfer the ideas to their schools to intelligently and effectively combat apathetic people and issues.

Education-conscious topics such as total excellence, ideas and ways of utilizing the learning process and value outcomes of education are applied meaningfully to all present—the idea being to minimize trivial, apathetic topics such as cars, sports and sex—the topics that obtain when student life is left too free at educational institutions.

"What I like the most about the Fireside Topics program is that everybody is for us, working with us and helping us develop. These adults are doing their best to develop us. It is up to us to make the best of it," commented Terry Huff of the Missouri School for the Deaf. Special efforts are made at all times to reduce the "cold intellect" atmosphere that generally accounts for the "we-they" dichotomy existing between students and adults in America. The interaction of campers and adults is intense and informal; judgments are particular to the person, as they respond to one another as persons. A rare benefit here is that the adults are given some chance to shape student culture, to educate and train liberally through personal influence and example. The YLC adolescents cherish this atmosphere which not only facilitates the learning process but also creates the intimate relations to be utilized as their built-in insurance against common, inevitable pitfalls of peer influence such as drug abuse, loose life, academic mediocrity and irresponsible and irrational rebellion, all of which institutions of learning can ill afford today. They are continually given the instantaneous opportunity to develop 1) the ability to recognize their potential as human beings, 2) the dedication of their lives to meaningful and purposeful pursuits, 3) an intelligent use of their abilities and 4) a better concept of their role as self-supporting and productive deaf citizens.

A Fireside gathering with a deaf man, Dr. Tom Mayes, director of Continuing Education at Gallaudet College, focused on the common determinants of mobility among the present youth of America. The campers and Dr. Mayes hooked up in probing the sources of educational aspirations, something completely new to them and something that they found especially intriguing to the extent of listing the five areas, as follows: 1) discrepant situations in family orientation, 2) the experience of family members and friends, 3) the relative status of the working class family, 4) the influence of peers and participation in the school culture and 5) the student's attitudes and values.

Typical of this "give-and-take" discussion is the comment of a hearing participant: "One thing that is not in my future plans is college. I do not feel college is for everybody, especially if you learn more from working with older people who have a lifetime of knowledge. Colleges today run your through; teach you what they think you need to know; give you a piece of paper; and you are still on your own and starting from scratch." This attitude is not at all as

dark as it is painted, for the same participant is presently bent on pursuing a college career in the area of deafness, as are several others who had negative intentions prior to their acquaintance with Dr. Mayes and the boys and girls at YLC.

The program for the deaf at the St. Paul Technical-Vocational Institute, considered by many as the most adequate of its kind in the country, is another annual Fireside Topics presentation. The program director, Robert Lauritsen, and his "man Friday," Jimmy Jones, who teaches at the Institute, team up in lecturing and showing slides about TVI in its entirety. Heavy emphasis throughout this "Program to Determine a Career" period is placed on 1) selection of a career, 2) educational preparation around this career goal, 3) utilization of the educational opportunities and 4) development of personal qualities that are valued in the working world. "Integrity, more commonly defined as personal honesty, is an extremely important personal characteristic. In a recent national poll of the business world, this quality is ranked first and scholastic standing twenty-first. In this day of national scandals including cheating in business, in our military academies and in our sports world, integrity should be a byword," according to Mr. Lauritsen, to which Jones added, "The five personal characteristics most deserving of attention are as follows: "Integrity, ability to think logically, enthusiasm, dependability and ability to communicate."

A stimulating, heated session on "Politics in America" highlighted the Fireside program leadership of Harold Domich, director of College Preparatory Studies at Gallaudet College and a KFF Award recipient (Keepers of the Flame of the Future Award for exceptional service to the deaf youth of America). A warm friendship persisted throughout this education-laden program of difficult, complicated issues. If you have the time, we have the teacher, as the beer commercial goes, so just ask any 1973 YLC camper about politics and in an instant you get an impartial evaluation of the "art of politics."

The Fireside participants delight in learning the many new things presented, especially the new ways of looking at things, rather than the old read, remember and recite way. This youth-adult friendship can happen only when the feeling of relevancy and a sense of togetherness dominate as at Swan Lake Lodge—now and always!

Considerable research has established that the large size and impersonality of the schools and colleges contribute to a denigration of the role of the teacher. The faculty member, for example, relates more or less impersonally to more students in the classroom but interacts less with the individual student outside the classroom. Mass handling such as this discourages serious concern with ideas on the part of the students. Class-

work becomes "routine" and can be successfully completed without serious thought—"copy it down and feed it back!" This attitude promotes academic mediocrity and weakens social ties. Student life is left too free to develop aside from academic structures and, consequently, an educational or occupational career is filled in by student interests, at the expense of the primary purpose of the institution's existence.

Some YLC campers claim that the teachers often rebuff student initiative toward an informal relationship which, to them, is an extremely important educational factor. Teachers insist on the primacy of the classroom and are so indifferent to after-class interests and activities that they have no real common meeting ground with students. Close faculty-student relations—a partnership in education—frightens many faculty members as they contemplate what this involves in terms of time, surrender of personal privacy and the unfamiliar world of student life where they do not enjoy the security of professional competence.

Opportunities for informal contacts with prominent deaf adults on a continuing basis should be utilized as an integral part of every school for the deaf curriculum. Parents, administrators and teachers should consider listing and describing non-classroom activities (travel, work, projects, lectures, workshops) which will support learning in each course and state the conditions under which these activities will be accepted as partial fulfillment of special course requirements, utilizing the resources of successful deaf adults. This practice can serve as a fine compensation for the loss of sound experiences—something that has not been tried on a continuing basis and perhaps something the absence of which, more than anything else, has been indirectly responsible for the failure of deaf citizens to compete on equal terms with their



BEST ALL-AROUND CAMPER—Dwight Benedict (Indiana) could only muster a "I do not know what to say," when called to receive the Alpha Sigma Pi award as the best all-around camper. Cathy Fischer admires him.

G. DEWEY COATS MEMORIAL FUND

Gifts, bequests and capital gifts to the Deaf Youth Leadership Camp Fund will help perpetuate our service to today's deaf youth . . . tomorrow's leaders.

The NAD's G. Dewey Coats Memorial Fund has been in existence for years with all donations earmarked for deaf youth activities sponsored by the Association and its affiliates.

Camperships are \$300 per camper for a four-week period, including the benefits of all the education-conscious activities explained in this article. Transportation expenses are the responsibility of the campers which often makes the total cost more than they can handle, hence our loss of some potentially outstanding young leaders in the past.

All contributions are tax deductible and should be made payable or transferable to the G. Dewey Coats Memorial Fund, care of Frederick C. Schreiber, Executive Secretary, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

hearing contemporaries. After all, the deaf adults are literally the present deaf children grown-up. They are the ones with whom the deaf kids instinctively relate and whose life patterns they are willing to follow—the ones who unconsciously understand and deal actively with and through the kids themselves, not the subjects, activities or things.

Testimonial Dinner

In this modern day and age, where indifference and apathy deteriorate cooperation and mutual understanding between generations, the Gary W. Olsen Testimonial Dinner commemorating his fifth year at the YLC helm reflected a setting that is beautifully compatible for all. The vitality, vigor and natural enthusiasm generated by the young people who conceived and carried out the affair all on their own prompted an observer from an older generation to comment to the effect that these "differences could be rooted in our own adult world distant from theirs."

The toastmaster of the evening was Frank Marcil, 16, a Connecticut product, who presented Olsen with an attractive leather luggage piece, a gift of the campers "as a permanent reminder of our love for our real Dad," rather than as a token of appreciation for his deep-felt concern for America's deaf youth. Olsen responded graciously: "In the three areas most vital to an education—communication, exposure and desire, our YLC program is stocked to the ceiling. That is the most important reason why I am in this business with and through you—to develop our talents to the fullest and work ahead to the limits of our abilities on our own." Lectures, dances, games and refreshments concluded the program.

Work-Study Program

Summer employment opportunities for youth at Swan Lake Lodge continue to expand in response to the growth of



SURPRISE—Camp director Gary W. Olsen is trapped by a crowd of bouncy youngsters on the occasion of the testimonial dinner commemorating his fifth year at the YLC helm. Conceived and planned by the students themselves, the program included lectures, dancing and adult-youth games during which Gary was presented a gift "as a permanent reminder of our love for our real Dad."

an industrial society in which the educational requirements for desirable jobs are increased to include intensive and greater actual work experience (apprenticeship, practicum and in-service training). For the second time through direct involvement with the office of the Off-Campus Studies at the Model Secondary School for the Deaf in Washington, D.C., and for the first time, Indiana School for the Deaf, a cooperative work-study program has been established. The program is carefully planned and continually modified so as to give education a real purpose and a real challenge in the working world. It is goal-oriented in that the youngsters are prepared for something commensurate with their particular abilities and interests. The various segments of the educational and vocational communities are called upon to contribute to the total concept, the concept that definitely has greater relevancy than the traditional "ivory tower" curriculum. This work-study curriculum is built around the needs and expectations of the community itself, since, in the end, the community is the laboratory where education is culminated. People in business, employers, school officials and even the kids themselves are asked what they want in the process of establishing, maintaining and expanding a sense of direction and relevancy for all concerned—a sense of direction which will lead to a fuller life. The 1973 MSSD participants, "easily the most industrious and productive bunch to have ever set foot on the grounds of Swan Lake Lodge," in the words of Donald Padden, associate professor at Gallaudet College, were from MSSD: Tyrone Wooten, Johnny Thames, Anthony Gray, Eugene Rector, Bruce Shields, James Bowers; from Indiana, Greg Stump, Kim Cain, Mark Hucko and Jeff Holsinger.

Young in years but old in capacity for work, these youngsters participated in a self-becoming program that generally trained and encouraged them to try to

match their responsibilities and obligations to the level of expectation which may be greater than they presently feel they can handle—the adult responsibilities and obligations inherent in the revised adult age of eighteen.

Awards Banquet

An exclusively student-handled banquet, traditionally followed by rock band-dance and ceremonies during which final words of goodbye are exchanged prior to setting a wooden block-based lighted candle afloat on Swan Lake, climaxes each four-week leadership development program.

Harold J. Domich and Alfred J. Lamb, superintendent of the Indiana School for the Deaf, addressed the first and second session groups, respectively.

The 1973 award recipients, in the order of sessions, were as follows: The Alpha Sigma Pi Award for outstanding all-around camper: Dwight Benedict, Indiana, and Lori Kronick, New York; Miss Congeniality: Cathy Fischer, Vermont, and Julia Becker, Texas; and Mr. Congeniality: Martin Zulczyk, Michigan, and Paul Singleton, Oregon. Special adult citations went to Roger Claussen and Mr. and Mrs. Hugh Morrison. Claussen was cited for his five consecutive years of YLC service and received a surprise gift of a hunter's tent set, in addition to a permanent place on the plaque of the Keepers of the Flame of the Future. Mr. and Mrs. Morrison were singled out for the Frank W. Turk Memorial Service Award for contributions towards the total growth of Swan Lake Lodge.

The Morrisons and Claussen names belong right there on top of the Swan Lake Lodge super honor roll. They are like a fourth leg on a table. The Morrisons are more than a family; they are a YLC family. It started with Bob, one of their seven children, who teamed with Claussen on that chilly day in May 1970, pushing and emptying wheelbarrows of concrete for the foundation of the first Swan Lake

Lodge structure. Hugh and Mary, among a long list of other things, donated two four-week periods of volunteer labor on no-pay leave from places of employment. The Morrisons and Claussen were there from the beginning. They have seen Swan Lake Lodge and YLC grow from a nebulous but glorious dream to the concrete educational resource for the deaf that they have become today. They are the involved servants of deaf youth, the involved people who care and who are among those most influential in implementing and shaping the character and personality of YLC today.

Domich's Address

Harold J. Domich, an outstanding deaf model who usually prefers to work behind the scenes helping promote the progress of the deaf of America, addressed the first group of campers on the occasion of their farewell banquet. He chose to speak on "Power" but not in the usual sense for he stressed the importance of the power of love and education and faith. These are intangibles, but their results are more than tangible and often more potent than the more visible physical powers with which all are familiar. He closed his speech with the words, "More Power to You!", a slogan which the YLC program is making into a reality for the deaf of America.

Lamb's Address

Alfred J. Lamb's thought-provoking speech dealt with the most outstanding (and to many of the older generation, most puzzling) characteristic of young Americans—their apparent lack of commitment to adult values and roles. The teenagers' alienation from their parents' conception of adulthood, disaffection for the mainstreams of traditional public life and disaffiliation from the ideals of our society were the dominant issues.

A surprising number of campers, despite their well-intended efforts in school and at YLC, view the world they are entering with a deep mistrust. Reggie Redding, a young leader of repute from New Jersey, described his view of society as "a closed room with a rat race going on in the middle." On the whole, the youngsters see the adult world (their interpretation of society) as a cold, abstract and meaningless place in which one simply goes through the motions—without humane or relevant convictions. "I wish there were values, goals or programs like those at YLC to which we would be committed," explained Grace Shirk, 15, of Pennsylvania. These YLC adolescents search for adult values and roles as do all young Americans and, given anything that promises challenge, relevancy and a genuine expression of idealism, they are prepared to drop everything to respect and reap their parents' conception of adulthood, to subscribe to the mainstreams of traditional public life and to upgrade the ideals of our society. So long as the adult world presents no challenging opportunities, "playing-it-cool" is their defense against damaging commitment



MR. CONGENIALITY—Although on the tall side, Martin Zulczyk was capable of both the Mr. Congeniality award and a hug from Sharon Ellis of the camp office staff.

to false life styles or goals. "Coolness" involves detachment, lack of commitment or enthusiasm.

To some parents visiting Swan Lake Lodge, this attitude smacked of ingratitude and irresponsibility. "Enormous possibilities are open to deaf students with a college education, and yet many have little enthusiasm for these opportunities. If they are enthusiastic at all, it is about their steady girl friends, about their role in the drama society or about a weekend with their buddies," complained a harassed mother. Yet, the members of this apparently irresponsible generation at YLC are surprisingly sophisticated, realistic and level-headed. They are well-read and well-informed. They are clean-cut, kind, decent and moderate in their personal relations. An argument for holding this optimistic outlook is the challenge presented by a 14-year-old camper who consented to be identified but, for obvious reasons, the author decided to the contrary: If only my parents would learn to communicate and associate with deaf adults or wonderful hearing people such as Dr. McCay Vernon, Bob Lauritsen, Dr. Schuchman and Alfred Lamb and then tell me what they think I should do—I would listen to them 100%!" The young people at Swan Lake Lodge want and need models and guardians of their total growth—those who understand and deal with and through them. They feel cheated when these opportunities are not available because of the abdication of the basic tenets of parenthood so characteristic of this modern day American life. Gangs, cliques and other typical adolescent groups are formed partially in response to faulty growth patterns during the critical period of development. They welcome only firm support, genuine understanding, and sympathetic guidance by older generations, all of which are shibboleths at Swan Lake Lodge.

That the youngsters attending the 1973

Swan Lake Lodge program are highly sophisticated by national standards is evidenced by the personal observation of Jerome Moers of Colorado Springs, the father of YLC's 14-year-old Willard: "They had great ideas while, at the same time, they listened to and respected the ideas of others." The 21-18 adult age change in America, from all indications, could have a strong bearing on their resistance to parental judgment, for the parents themselves had never experienced this completely new pattern of life, hence the youngsters' persistent and growing insistence on active, productive involvement with their surrogate selves grown-up—the successful deaf adults whose life patterns they will inevitably follow and those to whom they are psychologically receptive and responsive for criticism and guidance. They could be aware, too, of the fact that most viewpoints today are rapidly shifting and that it is difficult to locate a fixed position on which to stand, unless aided by those whom they, by nature, respect—the deaf adults themselves, the best teachers of their adult structure, second to none. For the kind of lives they themselves will lead in their mature years, with that 21-18 adult age situation in mind, what better valid models to pattern their lives after for the "yet-to-be-imagined" world than the successful deaf adults?

Too often, parents today feel that their social, emotional and educational experiences with their children are a disappointment. They hear too much these days about the problems of "acceptance," "rejection," "overprotection," "personal responsibility" or "morality." Certainly these conditions are not the prominent problems in the education of our deaf children. The central core of the problem, according to the consensus of the YLC campers since the program's inception, is the neglect of the untapped re-

source in the development and education of our children, the people who do have a special aptitude for the deaf child's total development that no one else can assume, not even in a home or a school setting—successful deaf adults. This is not an attempt to undermine the importance of the traditional home-school relations. It is just a general feeling, based on the expressed sentiments of the YLC campers in the past five years, that the modern concepts are such that the whole picture of the needs of the education of the deaf children has changed drastically.

Parents in the old days depended almost exclusively on the staffs of the schools for the total education of their children. Recently, the school staffs have begun to look to the parents for support and reinforcement and for actual teaching of the children themselves. This is especially true in the teaching of personal responsibility and morality. Another point worthy of mention is that school administrators and teachers come in contact primarily with mothers. It is seldom that the fathers come to the school, due to the responsibilities of earning a living. Practically all learning and becoming problems worth anything are situation-learned, not book-learned. The masculine influence is often absent. In boyhood, the promise of a young deaf man's future is dormant and can only be dimly perceived. If he is to succeed in this accelerated life, he needs a mature, sympathetic person who has the experience and the understanding to teach him that the world offers him a chance to develop and fulfill himself—one who takes the initiative to discipline the boy to perform up to his capacity. He needs an adult who cares for him enough to pass on by word and example the solid principles that will

(Continued on page 28)



CANDLE CEREMONY—At the conclusion of each camp session, participants launched their candles, symbolizing their dreams and memories—not knowing where their end might be. Longtime camp secretary Maria Haftrak and Roger Claussen, cook, are shown in this picture.

Lawrence Newman

Guest Columnists

The following article was written by Mr. and Mrs. John Snapp, the parents of Rachel, who appeared in my column "A Total Communication Family," April 1973 issue of THE DEAF AMERICAN.

The Little Yellow School Bus Syndrome

Some of us feel that our responsibilities to our deaf children start and end with the little yellow school bus. Not me, you say? Well, listen to this. It picks up and delivers our deaf children faithfully, every day. As long as we do as the bus driver asks, "Please be on time!", "He must stay in the seat belt!", etc., we consider ourselves responsible parents. The task of providing a full, quality education to our children is being accomplished. Right? But is it? Read on.

We are the parents of a deaf child. It is our hope that this article will stimulate the parents of at least one deaf child, into stimulating the parents of one deaf child, into stimulating . . .

Are we really as responsible as we think we are? Are we fooling ourselves? Are we suffering from the "Little Yellow School Bus Syndrome"? Those of us who view our educational responsibilities to our deaf children as beginning and ending with the little yellow school bus are in big trouble—with a capital T. A philosopher of great wisdom once told me that it was not bad to fail in an endeavor, but that it was unforgivable to aim low. No one ever became a general in the army without having an important mission. All of this says one thing—if we are to succeed in providing a full, quality education for our deaf children we must participate actively in the endeavor. Teachers and administrators can only set the stage. The children are in school approximately 30 hours a week. There are 168 hours in a week. Therefore, our children are in school approximately 18% of the time and are "at home" 82% of the time. The conclusion is obvious. The responsibility to insure that our deaf children receive a full, quality education belongs to us—not the teachers and administrators.

Let's imagine that the little yellow school bus is broken down and cannot pick up your child for a long time to come.

Since the teachers and administrators take over after the little yellow school bus, "they" will now take over after you personally deliver your child to the school. As you accomplish this exercise, you notice that the classroom contains other deaf children just like your child. And that these children have mommies, just like your child. You hear the same weird noises and see the same incomprehensible gestures that your child makes. These children also cry and smile just as your child does. And the parents of these children have the same anxieties, fears, desires and joys that you have concerning the future of your child. Some of these deaf children have deaf parents. How many deaf parents or adults do you know well enough to visit in their homes or to invite to your home? One day your deaf child will become a deaf adult—with or without your help! We can benefit greatly by making friends with the adult deaf. The overwhelming majority of them are solid citizens. Usually they have a good self-image and are proud people who want to be contributing members of our society. Most of them are successful. "They" try their damndest to include us in the education of our children. "They" conduct classes to teach us how to communicate comfortably with our children. "They" make available to us nationally-known speakers who present ideas to help us learn more about deafness. "They" offer to help us in coping with the psychological aspects of deafness. "They" talk to us candidly (if we give them a chance) to help us with a particular problem or need of our children. "They" never ask us to do their job. "They" only ask us to do our job as parents and to love and communicate with our children. "They" have now repaired the bus and it will be at your home tomorrow—make sure you are on time.

Hopefully, this article will help us to understand better our responsibilities for the education of our deaf children. Be aware of their needs. Love them. Collectively and individually. Communicate with them. We should meet with other parents, exchange information and learn that we are not alone. The solution to our most pressing question is just a telephone call away. Talk! Talk! Talk! We must meet the adult deaf and make them our friends. They are amazingly understanding and patient with us "hearers." We will be happily surprised. Don't be afraid to say, "I've had it, help me, please!", "What can I do to help?", "Let's do it together."

The disastrous effects of the Little Yellow School Bus Syndrome are replaced by a positive electricity that spells success for our deaf children when we accept our responsibilities for their education. Believe me, it's true.

The National Culturama

by SALLYPAT DOW



Miss Ann Billington, 1972 Miss Deaf America (left) with Joyce Bates, Miss Deaf New Mexico.

A few more months and we will all be heading for Seattle and the 1974 Convention of the National Association of the Deaf which brings with it our GOLDEN NADDY Program and the second Miss Deaf America contest. Are you ready? Who is going to be the second Miss Deaf America?

At the moment South Carolina seems to be leading the list with all the cultural programs they have been having down there. Some of their recent accomplishments are a Miss Jr. NAD and Miss Spartanburg Double Pageant which had an attendance of 180 persons and a Miss Deaf Western Piedmont pageant. This last had an attendance of 85 persons. On the first program they had such talented people as Cindy Strickland doing the Raggedy Ann Dance, Avis Milligan singing "I'm Your Deaf Child . . . Listen!" Galinda Goss did a Hula with Uli Uli; Sara Dixon gave a pantomime of a duckling; Miss Jr. NAD (Cindy Strickland) and Miss Deaf Spartanburg (Faye Gist) did their winning dances. Faye's

was the Flower Dance. At this event, Timothy Johnson was emcee and sang the National Anthem.

At the Miss Deaf Western Piedmont program the contestants joined Emcee Charlie McKinney in singing "I'd Like to Teach the World to Sing." Peggy Craig won the title of Miss Deaf Western Piedmont.

NEW MEXICO has been busy also. From Phyllis Fletcher we heard they had a cultural program this summer in conjunction with the New Mexico Association of the Deaf convention where Joyce Bates of Magedelena, N.M., became the state's first Miss Deaf New Mexico. Joyce is a junior majoring in home economics at Gallaudet College. She enjoys horseback riding, sewing, water and snow skiing.

First runnerup was Cecilia Garcia, another home economics major at Gallaudet. Lu Warren, a Gallaudet English major, was second runnerup and third runnerup was Denise Kappedal, a freshman



NEW MEXICO ASSOCIATION CONVENTION: Left to right: Jerry Seth, treasurer; Faye Falvy, president; Ralph White, NAD vice president; Ann Billington, 1972 Miss Deaf America; Louie Johnson, editor; Phyllis Fletcher, secretary; Bob Durio, vice president; Joyce Bates, Miss Deaf New Mexico.

at New Mexico State University.

Attending to the thousand and one details of this successful pageant were eight hostesses: Phyllis Fletcher, chairman; Faye Falvey, assistant; Dorothy Crider, Angola Williams, Espie Latimer, Alma Skelley, Linda Sue Mackey and Sherrie Tyson, interpreter-chaperone.

Judging the contestants were Ralph White, NAD vice president; Louie Johnson, NMAD president; Ramon Latimer, design supervisor for the Highway Department of New Mexico, and Ruth Brown, special education specialist for the New Mexico Department of Education. Master of ceremonies was Tom

Szuszitsky, speech therapist at the New Mexico School for the Deaf, Santa Fe.

Deaf and hearing supporters from all over the state of New Mexico contributed gifts and aid to make the first Miss Deaf New Mexico pageant the sparkling success that it was.

And up in CANADA, Cultural Director Forrest Nickerson is doing a dandy job as witness their magazine "Cultural Horizons of the Deaf in Canada." A growing "cultural boom" among the deaf folks is spreading across Canada. Chess seems to be the craze in some regions of Canada while Home Arts is bursting at the seams everywhere. That seems to be their most popular area as deaf ladies all over Canada have the opportunity to display their talents. Singing, mime and one-act plays are also on the rise and Painting, Drawing and Color Transparencies or Photography are on the increase there, also. As for the Literary section, Forest reports that the percentage of good writers and poets is unpredictable but could go beyond the unexpected!

So let's us all go beyond the unexpected as we head for SEATTLE in 1974!

Remember to jot down my new address and phone number and send your cultural news to your Culturama Editor: Miss SallyPat Dow, 3001 Henry Hudson Parkway 6A, Bronx, N.Y. 10463, TTY 212-796-8270.

FRONT ROW CENTER

By TARAS B. DENIS

Great Things Still Come In Little Packages . . .

Short and sweet is about the best way I can sum up the two-day appearance of the Hartford Thespians, a newly-formed Connecticut drama group, and their production of "A Play of Our Own" in New York City last month. What opened slowly—almost ho-hum, another "talkie" in the first act—shaped up interestingly enough in the second, and then walked off with the hearts of the audience in the final act. But that wasn't all: "The trouble," announced the deaf family's puzzled papa as the curtain rang down for the last time, "is only beginning."

Beginning, yes; trouble, no. This play, like its forerunner, "Sign Me, Alice," performed last year at Gallaudet College, is the kind that the deaf community can truly identify with; the kind that we need more of, and the kind that I'm sure will inspire yet others.

Billed on the program as "a three-act play developed by the Hartford Thespians," its director, Dorothy Miles, who is currently on leave from the National Theatre of the Deaf, describes the work as

"... the result of a movement and an experiment. The movement is nationwide; a move towards acceptance of deafness and an identification with real life of a deaf person; and a move away from the imitation of hearing persons. The experiment is local (and) an attempt to develop a full-length play that would allow deaf adult actors to be 'themselves,' on stage, using their own language and their own everyday environment."

I certainly agree. And the stage—a most powerful medium for any type of movement, incidentally—was the likely place for Ms. Miles' experiment, especially since hers was such an entertaining one.

For the initiated, "A Play of Our Own" was simple perhaps, but very subtle. In fact, sophistication would have killed it, and yet there was just the right amount in the right spots

and at the right moment. For example, each role of the play's hearing family (actually performed by hearing persons), was not overdone, nor underplayed either. Immediately the audience identified with the sheer naturalness of the situation—and loved it.

In a look-who's-coming-to-dinner format, the story is about a deaf girl who falls in love with a hearing boy and the sensitive problem of bringing their unsuspecting parents together for the first time. You know how it goes: the deaf family is pretty apprehensive about the daughter's sudden decision to marry into a normal-hearing family, and vice versa. Pretty awkward, of course, depending. But then each side compromises, communicates (or at least tries), and before long they're hanging in there, matching lip for finger, hand for mouth and, finally, smile for smile. Still, if he's not the wise father that knows his own child, at least the deaf daddy is philosophical in the end when he cautions the audience about being too optimistic. Even this type of nuptial novelty, he seems to be saying, has yet to meet its untried moments.

As director Miles notes in her program, "There is no spoken narration." She explains that, like deaf persons who are usually deprived of communication while watching a show for the normal-hearing, she had planned just the reverse for the anticipated hearing minority in the audiences. However, being unable to hear myself, I now wonder whether the hearing members of the cast **did** speak onstage? No difference, I suppose, because they did a tremendous job as far as expressions go. And this goes also for the other actors.

Two mini-suggestions: The performance was short, it is true, but this was hardly remedied by the extraordinary lengthy pauses between the acts. After all, the action is supposed to take place in the living room on the stage, and not among the packed seats of the audience. The same applies to the program's printed synopsis for each of the three acts—much too detailed. Even for a deaf playgoer, some elements of self-help and surprise should remain to be revealed onstage. With a play like this, who could miss?

Reminds me, how about a follow up one of these days regarding the marital "bliss and/or" of the newlyweds? Yes, there's no limit to what a little imagination can do here.—TBD.

'A Play Of Our Own'—A Writeup

By ADELE SHUART

Like Hans Furth would mention in a chapter entitled, "An Extraordinary Ordinary Family" in his latest book, **Deafness and Learning**, one would witness of this typical family as we did by glancing through an imaginary panoramic window at the Gallaudet Auditorium on October 6 when "A Play of Our Own" was presented.

This play, presented by the Hartford Thespians, who developed from an idea suggested by Mrs. Marilyn (O'Leary) Brown and directed by Mrs. Dorothy Miles, formerly a member of the National Theatre of the Deaf. According to the director's note on the program, this play is the result of a "movement and of an experiment. This movement is nationwide; a move towards acceptance of deafness and an identification with real life of a deaf person; and a move away from the imitation of hearing persons." When one (especially a deaf person) was watching this play, he couldn't help but feel a close relationship to the characters and/or the incidents that took place on the stage.

We may take some typical characteristics of the deaf people for granted but according to Furth, "Deafness creates an underlying communality that provides for all but a few individuals a social-psychological basis of belonging." The incidents such as 1) a TTY phone call, 2) a deaf neighbor's curiosity about this call, 3) father and son as club goers, 4) father's assertion that the boyfriend must be from the same hometown where the family lives and deaf, too, and 5) father, being a printer working on the third shift (lobster shift to some people), complaining of the disturbance that morning when he was trying to sleep, indicate what one

would find elsewhere in the United States.

Meanwhile the actors, Lilly Berke and Leo Burke, were portraying as a husband-and-wife team, Mr. and Mrs. Daniels, one couldn't help but feel that he might have seen or known them at one time in his life. Not only these characters would anyone feel any relationship but other such as their children, Ruth and Peter (Elise Baris and Greg Bonin), a deaf neighbor, Joan (Laura Rabinowitz), and Ruth's friend, Margaret (Jane Wilson). Would you have known a Ruth in your lifetime confiding to you about a forthcoming problem? This problem is bigger than most of us but she eventually had this overcome, hopefully. How? Read on.

Those of you who may have seen "Guess Who's Coming to Dinner" would recall the problem of a white family accepting a black man as a prospective son-in-law and vice versa. This similar problem arises in this case of a deaf family accepting a hearing man as a prospective son-in-law and a hearing family accepting a deaf prospective daughter-in-law.

It all began with a TTY phone call from New York to this family from this daughter, Ruth, who rarely writes home, suddenly wants every member of her family to be at dinner that very evening when she comes home. This causes confusion, anxiety, arguments as well as humor and the suspense begins to fill the scene as the play proceeds.

The hearing characters were portrayed by the hearing actors so to hold the realism, Joyce Horvath as Mrs. Bone; son David by Tim Reynolds and the father, Mr. Bone by Phil Lohman. Mr. and Mrs. Bone held an electrifying moment of realization when they learned about the deafness. They were bewildered, especially the mother. Distraught looks on their faces began to subside later on when the father was

at first curious, then impressed with the TTY contraption and lastly, willing to learn the manual alphabet. Surprisingly, he recalled that he did learn the alphabet when he was a Boy Scout. This was a heartwarming scene and everyone was happy but Mr. Daniels warned, "Trouble just begins." Will the marriage between the hearing and the deaf work? Will this understanding help improve the relationship between them?

This play has premiered at the American School for the Deaf, Hartford, Conn., performed at the NTD as an opening of NTD's Seventh Summer School; at the Maryland School for the Deaf, Frederick; Gallaudet College as mentioned; Philadelphia, Pa.; and lastly, New York City. It is hoped by then that the whole show would be taped for distribution.

No readers were provided for this play. It was intended this way for the hearing members of audience to gain "insight into what a deaf person faces when he attends a 'hearing' performance." There was no specific mode of communication; it was varied according to the situation.

Again, as it was mentioned previously, "a move away from the imitation of hearing persons," it is most certain that most of us desire more of this type. Lastly, hats off to the Hartford Thespians for bringing "A Play of Our Own," so to speak.

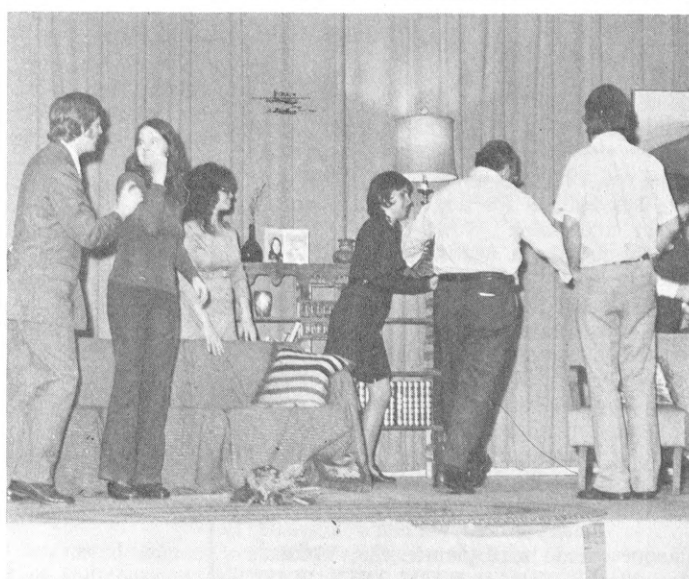
Look ahead to . . .

The 43rd Biennial Convention
of the
National Association of the Deaf

Seattle, Washington

JUNE 30 - JULY 6, 1974!

Watch for details in coming issues
of THE DEAF AMERICAN.



Above are two scenes from "A Play of Our Own," presented in several eastern cities recently by the Hartford Thespians.

1Furth, Hans G. **Deafness and Learning**. Belmont, Calif.: Wadsworth Publishing, Co., Inc., 1973.

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

The Sign For Happiness

Almost five years ago I wrote a tract titled "The Sign for Happiness" for the Lutheran Church, and since that time thousands of these folders have been distributed across the nation. I would like to quote the last five paragraphs from this folder for you:

"In all of these years my deaf son has not disappointed me. I face the future with an eager and happy heart, and review the past with thanks and a feeling of accomplishment. As I look at this young man, whom we have known and loved, I can but say: "This is my son in whom God has given me happiness."

"When did I stop fighting Ronnie's deafness? When I acknowledged his need for a method of manual communication. Because our son could never live in a hearing world, I have tried to help him learn to live with a hearing world.

"To me, sign language is no longer a clumsy method of communication. Deaf persons are not odd people who live in a different world. I have found manual communication to be beautiful and inspiring.

"The manual sign for Jesus reminds the deaf that Christ died for them, because a finger from each hand indicates the nail holes in His palms. The sign for love is the crossed arms pressed against the heart.

"The sign for happiness is shown on the face of our deaf son when he meets someone who has accepted him and his handicap and has learned to communicate with him in his own special language of signs."

Well, if Ron had been with me in Lincoln, Nebraska, on November 15 he would have been grinning from ear to ear at what he saw . . . but let me go back to the beginning. In the early summer of 1971, while I was working at the Council of Organizations Serving the Deaf, a letter came in from Mrs. Alta Peck, chairman of Women's Activities for the National Grange. The letter said that she was considering launching a health project in the area of help for the hearing impaired, and she wondered if COSD had any suggestions for activities the women might undertake. Wow! This was just what I had been waiting for, and I was eager to get a letter in the mail full of suggestions on how Grange women could help make the lives of deaf people a little happier. Shortly afterward, I went to West Hartford, Connecticut, to meet Alta in person and discuss some of the needs of deaf Americans. Our meeting was a case of instant friendship, and it was agreed that I would come to the National Grange convention in November of 1971 . . . to speak at the Women's Activities banquet and help launch the Women's Activities' "DREAM WITH THE DEAF" project.

The convention was in Charleston, West Virginia, and it was a thoroughly enjoyable experience for me. Grange people are warm, friendly, eager to help—and I guess you might say they are "just homefolks." I felt very welcome, very encouraged and very excited to think of how Grange women could use their warmth and down to earth attitude to help bring deaf people into the mainstream of American life.

The "DREAM WITH THE DEAF" project had two areas of interest. One was serving the needs of deaf persons in their own community and state and the other was making a financial contribution to work at the national level—through a financial contribution to the COSD. During 1971, Grange women across the country began to look around to see what they could do to make "DREAM WITH THE DEAF" a real force in their community. Many visited schools and classes for the deaf to ask how they could be of help. Others had fund drives to raise money for equipment needed by speech and hearing clinics. Several spent time and energy contacting television stations to say they wanted captioned news bulletins, emergency weather notices and even news programs. Some pushed for interpreted news programs. Whatever needs they found, they tried to serve. Thousands of used hearing aid batteries were collected and the money earned was sent to the COSD Anne Sullivan Memorial Fund for the Deaf. In November 1972, I went to the Grange national convention in Connecticut and was presented with a check for just a little less than \$7,000 to support national activities through the Council of Organizations Serving the Deaf.

During my trip to Connecticut, Mrs. Peck showed the Grange women a pin of a "Happy Face," which when looking at it from the side said "HAVE A HAPPY DAY." She told the women that she wanted them to sell these pins and turn the proceeds over to the Anne Sullivan Fund. They took her at her word and during 1973 the Grange women sold more than 10,000 of these pins across the nation and earned more than \$2,000 for the Memorial Fund. In addition to their work

at the local and state level, they also had other projects to earn money for the Fund—and in Lincoln, Nebraska, on November 15, John W. Scott, Master of the National Grange, presented me with checks totaling \$8,692.98 as the Women's Activities contribution to work at the national level. The money will be used for public education materials to help spread understanding of deafness.

Of course, the money is very welcome, as anyone who is involved with work with deaf people can tell you—but what turned me on most was the idea that these women were working at the grassroots level to help improve services for deaf people in their state. Money can't buy friendship—but it didn't need to because the women were giving friendship and money. **YOU CAN'T BEAT THAT KIND OF DEDICATION.**

At the Connecticut convention, students from the American School for the Deaf recited poetry at the banquet to help spread an understanding of the abilities of deaf Americans. In Lincoln, Rev. Daniel H. Pokorny, of "Rock Gospel for the Deaf" (and also a Lutheran chaplain at Gallaudet College in Washington, D.C.), performed some Rock Gospel songs for people at the Women's Activities banquet. Would you believe that before he was finished, more than 700 hearing people, (most of whom had never used sign language in their life), were standing up singing and signing "Rock My Soul"? It was hard for me to keep back the tears, as I thought of my "Sign for Happiness" folder and imagined Ron's face if he had been with me that night.

I thank God that hearing and deaf citizens are reaching out to each other. I do understand that deaf people have in the past been terribly hurt by, and suffered indignities at the hands of, some hearing people. I also understand that hearing people, the vast majority of whom have never been around deaf people, just don't know how to react to deafness. But, they are learning. While I was in Lincoln I appeared on a television show called "Woman's World" and emceed by Mike Seacress (a woman). Also on the program was another guest, Pauline Anderson, who works with a group called RSVP (Volunteer Work for Older Americans). After the program Mike invited me to have lunch with her and Pauline the next

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day. Both of these women were sincerely interested in knowing more about my deaf son, my work with the deaf and problems faced by deaf Americans. It was another case of instant friendship for me, as the three of us sat in the restaurant talking about deafness and forgetting to eat.

I guess the message I am trying to get to everyone is that I have a "Happy Face" and a "Happy Heart" because of what I see happening across the country . . . and with the "DREAM WITH THE DEAF" work of the women of the National Grange, with women like Mike and Pauline eager to know more about deafness, and with people like Rev. Daniel H. Pokorny who make it possible for hearing people to penetrate the invisible barrier of deafness by singing with deaf people—WELL THERE ARE SIGNS OF HAPPINESS ALL AROUND US.

DON'T MISS THE SIGNS FOR HAPPINESS IN YOUR OWN COMMUNITY—JOIN IN THE BEAUTIFUL THINGS WHICH ARE HAPPENING BETWEEN DEAF AND HEARING CITIZENS AS THEY REACH OUT TO EACH OTHER IN FRIENDSHIP . . . AND CONTACT YOUR LOCAL GRANGE TO SAY HI AND THANKS.

Alta Peck is a beautiful person and it was her dedication and work that made "DREAM WITH THE DEAF" possible . . . all of this, in spite of the fact that she has suffered from a very serious illness since before I first met her in Con-

Four Gallaudet College Seniors Receive Cosmopolitan Scholarships

Four seniors at Gallaudet College have been named the recipients of \$300 scholarship awards made possible by the Cosmopolitan Club of Washington. Thomas O. Berg, financial aid officer at Gallaudet, announced the selection by the Committee on Financial Aid of Alan Cartwright of Bloomington, Ind., Sandra Lund from Indianapolis, Ind., Ursula Palka, from East Hartford, Ct., and Daisy Slagle of Orange, Ca.

At a special awards ceremony at the Kenwood Country Club in Bethesda, Md., the four seniors were formally presented their scholarships by Edward C. Merrill, Jr., Gallaudet president.

Mr. Cartwright is a physics major with a cumulative grade point average (GPA) of 93.71. A graduate of the Indiana School

necticut in 1971. She has been an inspiration to me. I hope you will all remember this gallant lady in your prayers.

* * *

NOTE: If you would like copies of THE SIGN FOR HAPPINESS to distribute in your area, free quantities are available by writing to: Concordia Tract Mission, Box 201, St. Louis, Mo. 63166.

For information on how you can have Rock Gospel for the Deaf in your area write to: Rock Gospel for the Deaf, P.O. Box 1002, Gallaudet College, Washington, D.C. 20002.

Oh yes, one more thing—I am now employed as assistant to the executive secretary of the Professional Rehabilitation Workers With the Adult Deaf—so naturally I am hoping you will support the work of PRWAD!

for the Deaf, Cartwright has been on the honor list several times.

Majoring in history, Miss Lund has maintained a GPA of 86.93 making the Dean's list for the past two years. She is a member of Phi Kappa Zeta and serves on the staff of the Tower Clock.

Miss Palka has an 88.54 GPA and is majoring in home economics. She is a graduate of the American School for the Deaf in West Hartford.

Miss Slagle majors in art and is a member of the College volleyball team. She is also a member of Phi Kappa Zeta and was graduated from the California School for the Deaf, Riverside.

The Cosmopolitan Club has been awarding grants to Gallaudet College for the past six years with scholarships going each year to four students of different majors. The recipients are selected according to scholastic achievement and financial need.

Look ahead to . . .

The 43rd Biennial Convention
of the

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JUNE 30 - July 6, 1974!

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Mental Health Services For Deaf Adults And Children (MENDAC)

The Department of Mental Health, State of Illinois, recently awarded the David T. Siegel Institute, Michael Reese Medical Center, Chicago, a special program grant for diagnosis and treatment of severely disturbed, hearing impaired persons of all ages. The programs will be available on a statewide basis for this small but extremely high-risk target population.

Based on the community psychiatry model, the programs will emphasize: 1) community understanding of the needs of deaf adults and children aimed at lowering the rate of new cases of behavioral problems in the deaf population by counteracting harmful circumstances before they have a chance to produce illness; 2) establishment of community-based referral and consultation services for adults and children demonstrating behavioral problems requiring short-term individual or group counseling and 3) provision of comprehensive diagnostic and therapy programs for adults and children, including in-patient hospitalization for adults who are severely emotionally disturbed or require referral for psychiatric help. Among the specific services and activities of the total program are:

1) A study to determine the prevalence of behavioral disturbance in the school-age hearing impaired population of the State of Illinois;

2) Consultation services to physicians,

schools, agencies and clergy on specific adults or children showing symptoms of behavioral disturbance;

3) Direct diagnostic evaluations of children through comprehensive medical, psychoeducational, and psychiatric examinations extending over a four- to five-day period. Hospitalization or temporary housing will be arranged for those living beyond commuting distance. Out-patient, psychological and psychiatric evaluation of adults with provision for in-patient crisis treatment through hospitalization. Consultation will be provided to appropriate agencies in each patient's home community;

4) Direct con-joint individual or group therapy by a therapy team drawn from a corps of professionally trained child development specialists and teachers, psychiatric social workers, clinical psychologists and adult and child psychiatrists;

5) Establishment of a model classroom program for deaf children who because of learning and emotional/behavioral problems cannot remain in classroom settings. The goal of this program is to help these children achieve a level of adaptive behavior and academic achievement necessary for admission or return to classes in their local school districts;

6) Participation with interested school districts in development of self-contained classrooms to serve the school-age deaf

children with behavioral problems.

Personnel for this program include three psychiatrists, three clinical psychologists, two psychiatric social workers, a child development specialist, two teacher-therapists, a pediatric neurologist, a clinical audiologist and a learning disabilities specialist.

Total program costs for one year approximate \$172,000. Of this total, \$86,000 is from the special program grant from the Department of Mental Health, State of Illinois. Private patient fees, third-party insurers and reimbursement from other state agencies such as the Illinois Department of Children and Family Services, Title Funds from local school and special education districts, Illinois Department of Welfare, etc., are expected to meet the additional costs.

The Illinois Teachers of the Hearing Impaired, the Illinois Association of the Deaf, the Illinois Council for the Hearing Impaired, university programs preparing teachers of the hearing impaired and other interested groups will be asked to help form a Community Board for the program.

Inquiries and referrals should be directed to:

Laszlo Stein, Ph.D., Director
David T. Siegel Institute
Michael Reese Medical Center
3033 South Cottage Grove Avenue
Chicago, Illinois 60616

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USA Wrestling Team Makes Tremendous Showing; Wins 13 Medals

Dale Johnson First USA Grappler To Take Two Gold Medals

By ART KRUGER, Sports Editor

7530 Hampton Avenue #303 West Hollywood, Calif. 90046

Bob Getchell, Hofstra University wrestling coach, Al Whitt, wrestling coach of Colorado School for the Deaf, and Dean Swaim, wrestling coach of the California School for the Deaf, Berkeley, reported to Gallaudet College in Washington, D.C., on July 1, 1973, with the members of the wrestling squad that they would take to Malmo, Sweden, for the XII World Games for the Deaf. They ran a very demanding and successful training camp until departure July 17.

Unknowning of the plaudits that lay ahead, the squad boarded the plane for Malmo and continued their training until July 23.

Under the domed area of the Malmo Sports Center, July 24-27, the United States wrestling team won the respect of all in attendance.

The field in wrestling included 13 countries competing in Greco-Roman and freestyle. While the USA had never won more than one gold medal in the entire World Games wrestling events, one might expect the stiff competition and past records to be barriers difficult to overcome; however, the enormous challenge they offered was a positive factor, that coupled with instilled desire and confidence, brought the greatest success ever for an individual team, representing the United States.

The American grapplers won 13 total medals, of which 3 were gold, finishing

second to the Russians in freestyle and third in Greco-Roman behind the Russians and Bulgarians and second overall. This was one more than THREE times the total medals taken in Belgrade four years ago.

These heroics brought to the forefront two outstanding individuals whose achievements in the Games have a unique over-tone.

Marty Willigan of Amityville, Long Island, N.Y., and now a counselor at Gallaudet College, wrestled for Bob Getchell as an undergraduate at Hofstra, where he was an NCAA second place winner. Willigan defended his gold medal status in freestyle at Malmo and won a silver medal in Greco-Roman, losing to the same opponent, Piotre Soloviov of Russia, he did in 1969. **The pride and honor Coach Getchell felt as Willigan defeated his Russian opponent in the first round of the freestyle event, 18-13, prompted him to state that the match was the greatest he ever witnessed.**

The human interest story of the Games featured a 34-year-old veteran of three WGD campaigns from Welch, Minn., Dale Johnson. The last week of training camp, Dale's father was severely injured in a freak accident on their farm in Red Wing. The Saturday before leaving for Malmo, Dale returned home where his father never regained consciousness. The trauma

and anxiety of the accident were staggering; however, Dale's family wanted him to participate in the Games. In dedicating his efforts to his dad, Dale Johnson became the first American to cop two gold medals in one WGD, freestyle and Greco-Roman, exhibiting the greatest degree of courage and ability when he pinned Russian Magomed Klisov in the finals of the freestyle competition. For Dale, this was the most memorable and gratifying moment as he did not get a gold medal in 1965 and 1969.

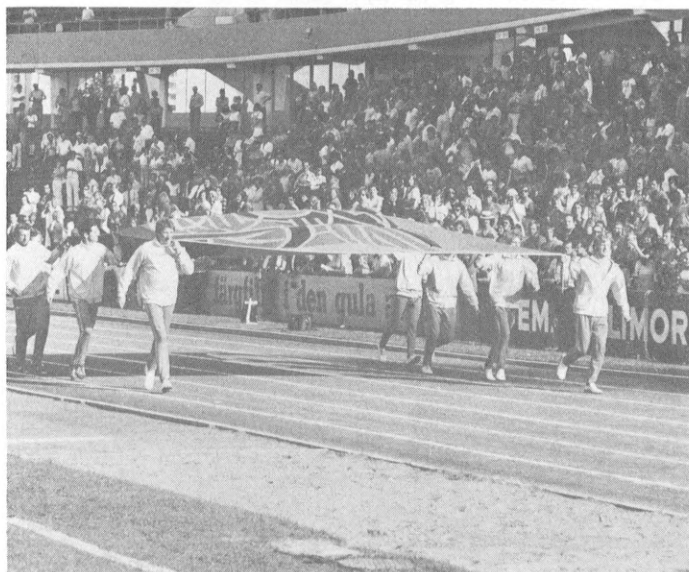
For the USA squad, international respect, team achievement and individual honors were received.

The medal standings:

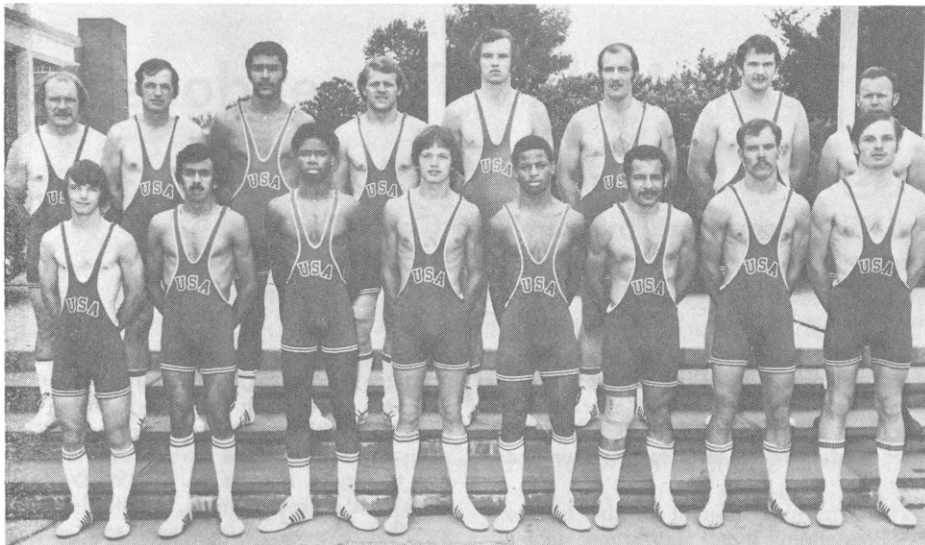
	Gold	Silver	Bronze	Tot.
Russia	12	5	2	19
USA	3	3	7	13
Bulgaria	2	3	6	11
Iran	2	3	1	6
Yugoslavia	1	3	2	6
Switzerland	0	2	0	2
Italy	0	0	2	2
Sweden	0	1	0	1
	20	20	20	60

FREESTYLE WRESTLING

48 kg. (105.8 lb.)—1) Kapov (Russia), 2) Jacob (Yugoslavia), 3) Ralph Gonzales (USA).
52 kg. (114.6 lb.)—1) Djorarev (Russia), 2) John Reid (USA), 3) Mercogliano (Italy).
57 kg. (125.6 lb.)—1) Pasha (Iran), 2) Filev (Bulgaria), 3) Nadi (Yugoslavia).
62 kg. (136.7 lb.)—1) Kazeme (Iran), 2) Matveux (Russia), 3) Peev (Bulgaria).



CLOSING CEREMONIES—These two photos were taken during the closing ceremonies of the XII World Games for the Deaf. At left are the host Swedes carrying the CISS flag after it was lowered. Then they folded the flag and gave it to Art Kruger, chairman, USA Committee World Games for the Deaf, AAAD. At right the Committee members (left to right) Bill Simpson, F. A. Caligiuri, Jim Barrack and Simon Carmel are helping Art Kruger put the flag in the bag. This was turned over to Simon Carmel who brought it to the United States. This flag will be raised at Lake Placid, N.Y., during the VIII World Winter Games for the Deaf in February 1975.



USA WRESTLING TEAM—Left to right, front row: Bill Thompson, Jr., Forest City, N.C.; Ralph Gonzalez, Laurelton, N.Y.; John Reid, Cincinnati, Ohio; Larry Schwarz, Boulder, Colo.; Harold Stuart, Jr., Oakland, Calif.; Angelo Rivera, Philadelphia, Pa.; Ron Gough, Seattle, Wash.; Dave Herdrich, Stockton, Calif. Back row: Al Whitt (coach), Colorado Springs, Co.o.; Dean Swaim (coach), Concord, Calif.; Fidel Martinez, Monte Vista, Calif.; Walter Von Feldt, Colorado Springs, Colo.; Tom Callaghan, Florence, Mass.; Dale Johnson, Welch, Minn.; Tim Balfie, Albert Lea, Minn., and Bob Getchell (coach), Hempstead, N.Y. (Not in picture, Marty Willigan of Washington, D.C.) The USA wrestlers made a tremendous showing at Malmo, getting 13 medals, three of them gold.

68 kg. (149.9 lb.)—1) Marty Willigan (USA), 2) Soloviov (Russia), 3) Bana (Iran).
74 kg. (163.1 lb.)—1) Makarov (Russia), 2) Nour Sherat (Iran), 3) Mele (Italy).
82 kg. (180.8 lb.)—1) Bogdanov (Russia), 2) Imanvardi (Iran), 3) Walter Von Feldt (USA).
90 kg. (198.4 lb.)—1) Rukhlev (Russia), 2) Farahani (Iran), 3) Tom Callaghan (USA).
100 kg. (220.5 lb.)—1) Dale Johnson (USA), 2) Kilsov (Russia), 3) Yanev (Bulgaria).
Over 100 kg.—1) Panin (Russia), 2) Stucki (Switzerland), 3) Tim Balfie (USA).

GRECO-ROMAN WRESTLING

48 kg. (105.8 lb.)—1) Yordanov (Bulgaria), 2) Kapov (Russia), 3) Jacob (Yugoslavia).
52 kg. (114.6 lb.)—1) Djorarev (Russia), 2) Radakov (Yugoslavia), 3) Issov (Bulgaria).
57 kg. (125.6 lb.)—1) Dimitrov (Bulgaria), 2) Nadi (Yugoslavia), 3) Minosian (Russia).
62 kg. (136.7 lb.)—1) Petrovic (Yugoslavia), 2) Peev (Bulgaria), 3) Matveix (Russia).
68 kg. (149.9 lb.)—1) Soloviov (Russia), 2) Marty Willigan (USA), 3) Getzov (Bulgaria).
74 kg. (163.1 lb.)—1) Makarov (Russia), 2) Velinov (Bulgaria), 3) Dave Herdrich (USA).
82 kg. (180.8 lb.)—1) Bogdanov (Russia), 2) Finyak (Sweden), 3) Fidel Martinez (USA).
90 kg. (198.4 lb.)—1) Rukhlev (Russia), 2) Tom Callaghan (USA), 3) Kirov (Bulgaria).
100 kg. (220.5 lb.)—1) Dale Johnson (USA), 2) Kilsov (Russia), 3) Yanev (Bulgaria).
Over 100 kg.—1) Panin (Russia), 2) Stucki (Switzerland), 3) Tim Balfie (USA).

Larry Schwarz of Boulder, Colo., was one of six teenagers on the USA wrestling team. Last spring he captured the 126-pound state Class A high school title and was named the outstanding grappler of the tournament. Larry was the second wrestler from the Colorado School for the Deaf to gain state honors since Al Whitt took over the head coaching job at the school. Fidel Martinez won two titles in 1971 and 1970.

Because of this, Larry Schwarz was selected for the USA squad going to Malmo, and he easily got the financial support from people in his state. And at Malmo, we got Larry to wrestle in the 125.6 pound Greco-Roman. He did remarkably well and we thought that he would get a bronze medal, but had to be content with a diploma for fourth place.

When asked if he would be back again in 1977, Larry said with a grin from ear to ear and enthusiasm bursting from every pore, "You bet I will."

Larry doesn't have any more high school eligibility but is now back at the

school to finish his senior year and also serves as "assistant coach" to Al Whitt, helping the kids and showing them what it is to be a champion.

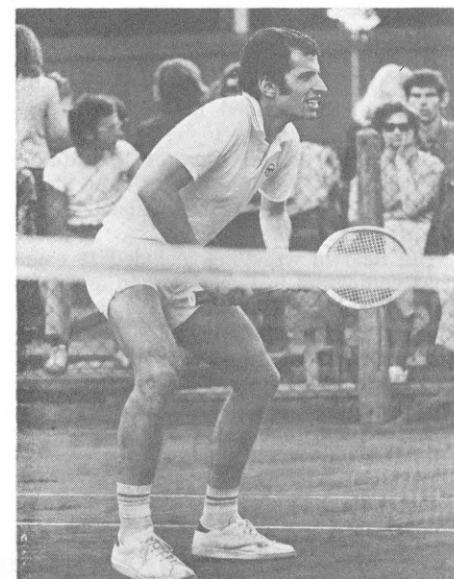
What is in the future for Larry Schwarz? That excited smile appeared again as he said, "College." He has been offered a scholarship to Rangely Junior College and is obviously pleased with the opportunity to continue both athletics and education.

Other teenagers who made good at Malmo were Dave Herdrich (18) of Stockton, Calif., Fidel Martinez (19) of Monte Vista, Colo., and John Reid (18), who just graduated from Withrow High School in Cincinnati, Ohio. They all got a medal.

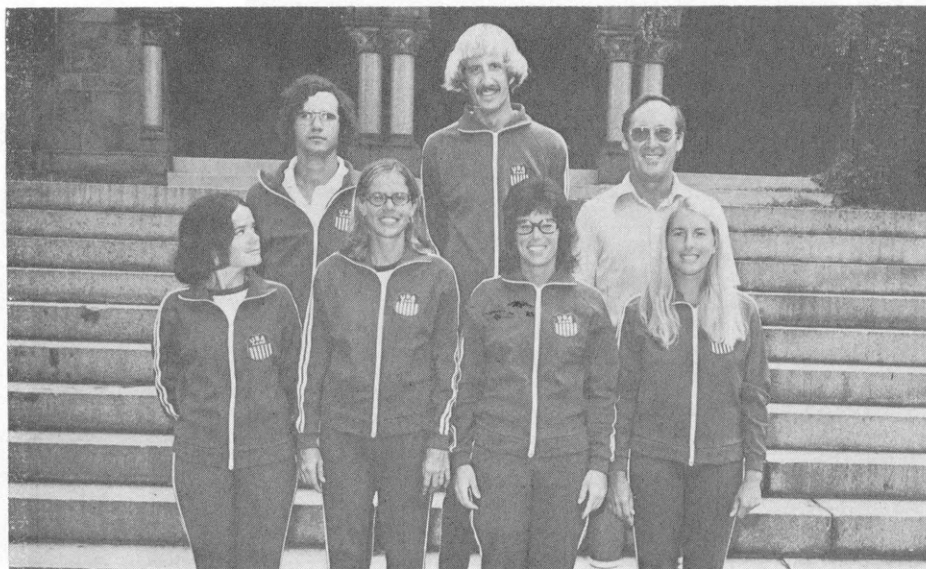
Himself a university wrestling coach, Bob Getchell said he was extremely proud to have been a part of the USA effort in the XII World Games for the Deaf. Here's what he wrote us: . . . "I also

enjoyed, very much, my association with the WGD Committee, coaches and athletes. I was especially proud of the performance at the Games of our USA wrestling team and the total commitment, each one of them towards the USA effort. There is no question that the 13 medals won by our wrestlers was the most rewarding experience I have had as a coach. As you know, I made tremendous demands of our wrestlers throughout training camp and the Games, and they were willing to pay the high price to achieve their goals. I was also extremely impressed and wide-eyed at the organization of the Games themselves and the way the USA group was run. Your leadership and dedication was in evidence every place."

Bob Getchell has started the ball rolling with respect to the exchange in wrestling with the Soviet Union. He is keeping us informed of all progress.



TENNIS CHAMPION—Pier Paolo Ricci-Bitti of Italy finally won the men's tennis singles championship of the World Games for the Deaf.



USA TENNIS TEAM—Left to right, front row: Laurie Warren, Reston, Va.; Mrs. Gwen Rocque, New Rochelle, N.Y.; Mrs. Bobbi Baim, Sherman Oaks, Calif.; Mrs. Carol Sue Konoski, Great Neck, N.Y. Back row: Randy Poe, Gary, Ind.; Dave Stevenson, Delray Beach, Fla., and Charlie Sasser (coach), Morganton, N.C. They earned three medals, gold, silver and bronze.

Dave Stevenson Runnerup In Men's Tennis

The competition in tennis at Malmö was more evenly matched this time around which saw a new champion being crowned in the women's singles and also in the men's singles. The final medal tally:

	Gold	Silver	Bronze	Tot.
France	2	1	0	3
USA	1	1	1	3
Italy	2	0	0	2
Belgium	0	1	1	2
Great Britain	0	1	1	2
Denmark	0	0	2	2
Australia	0	1	0	1
—	—	—	—	—
	5	5	5	15

Other nations participating in tennis were West Germany and Sweden.

The top thrill was supplied by Dave Stevenson, a 6-6, 180-pounder from Delray Beach, Fla., who dethroned Frederico Siccaldi of Italy, five-time WGD singles champion, in the semifinals, 7-5, 3-6, 7-5. Dave, however, lost to another Italian entry, Pier Paolo Ricci-Bitti, for the singles championship, 4-6, 6-3, 6-1, 6-4.

Dave Stevenson, originally from Washington, D.C., grew up in Virginia and now lives in Florida. He is a dormitory teacher in the Florida School for the Deaf at St. Augustine and works with 9-10-year-old boys. He received his bachelor of arts degree in English from Emory and Henry College in Virginia and the master of arts degree in secondary education from Gallaudet College. He began playing tennis when he was ten but this was his first experience in WGD competition. He said he will be back in 1977 and is determined to win the singles championship. Dave became the second American to make it to the finals. The other was Larry Brick who lost to Frederico Siccaldi at the Helsinki Games in 1961.

Ricci-Bitti, the new WGD singles champion, was runnerup four years ago in Belgrade. And Miss Storme, newest tennis star from France, won the first gold medal in tennis for her country when she dethroned Gwen Alabaster in the semifinals, and defeated Mrs. Charles-Edwards (nee Angelia Mary Bodenham) of Great Britain in the finals.

Gwen Alabaster Rocque, who lives with her husband Larry and their two-year-old son, Jeff, in New Rochelle, N.Y., is still the best woman tennis player in the United States, as she defeated Bobbi Baim, four-time WGD competitor, for third place. Then she teamed with Mrs. Baim to retain their women's doubles championship, the only gold medal the USA won in tennis.

Unlike other teams that trained at Gallaudet College, the USA tennis squad practiced in Morganton, N.C., for two weeks. The team was coached by Charlie Sasser, well-known Morganton tennis enthusiast and one of the finest senior players in Burke County. Sasser joined with other Burke tennis players in promoting a junior tennis division in Morganton. Because of his efforts, he was

selected director of the tennis division of the WGD tryouts held at NCSD in 1972. Sasser said it was a new experience to coach the USA tennis squad and enjoyed every minute of it.

Many Morgantonians witnessed the expertise of the USA tennis participants as they worked out on the courts of the Morganton Recreation Center. Besides Stevenson, Gwen Rocque and Bobbi Baim, other members of the USA squad were Randy Poe, the only high school student on the team from Gary, Ind.; Laurie Warren who works for the State Department in Washington, D.C., and Carol Sue Konoski of Great Neck, N.Y. Two other players, Charles Johnson and Dale Noll, both from Massachusetts, were released from the USA team for personal reasons.

Results of all tennis matches:

Men's Singles

Graeba (Denmark) beat Hodgins (Australia), 6-3, 6-3.
Kemp (Australia) beat Evans (Great Britain), 5-4, 6-2.
Heymann (West Germany) beat Gallo (Italy), 6-1, 6-4.
Stevenson (USA) beat Billen (Belgium), 6-1, 6-0.
Widmann (West Germany) beat Salomone (Great Britain), 6-3, 3-6, 10-8.
Mitchell (Australia) beat Lanfranchi (France), 3-6, 6-1, 6-1.
Elmer (Denmark) beat Hupfeld (West Germany), 6-2, 6-2.
Biernaux (Belgium) beat Poe (USA), 6-0, 6-1.
Pacinotti (Italy) beat Boltz (West Germany), 6-3, 4-6, 6-4.
Siccaldi (Italy) beat Gerin (Belgium), 6-2, 6-3.
Kemp (Australia) beat Charriere (France), 6-0, 6-4.
Schelander (Sweden) beat Corcoran (Great Britain), 6-3, 6-3.
Ricci-Bitti (Italy) beat Van Laer (Belgium), 6-0, 6-0.
Heymann (West Germany) beat Graebe (Denmark), 6-3, 6-3.
Stevenson (USA) beat Widmann (West Germany), 6-0, 6-3.
Elmer (Denmark) beat Mitchell (Australia), 6-2, 6-0.
Biernaux (Belgium) beat Pacinotti (Italy), 7-6, 6-3.
Siccaldi (Italy) beat Kemp (Australia), 6-0, 6-1.
Stevenson (USA) beat Heymann (West Germany), 6-2, 6-0.
Ricci-Bitti (Italy) beat Schelander (Sweden), 6-1, 6-0.
Biernaux (Belgium) beat Elmer (Denmark), 6-0, 6-4.
Stevenson (USA) beat Siccaldi (Italy), 7-5, 3-6, 7-5.
Ricci-Bitti (Italy) beat Biernaux (Belgium), 6-4, 6-0.
Biernaux (Belgium) beat Siccaldi (Italy), 6-2, 6-1 (3rd place).
Ricci-Bitti (Italy) defeated Stevenson (USA), 4-6, 6-3, 6-1, 6-4 (Championship).

Women's Singles

Baim (USA) beat Worringer (France), 6-1, 6-2.
Warren (USA) beat Salomone (Great Britain), 6-2, 6-1.
Fehrmann (Denmark) beat Arnold (West Germany), 6-1, 7-5.

Charles-Edwards (Great Britain) beat Robinson (Belgium), 6-0, 6-3.
Baehr (Denmark) beat Konoski (USA), 7-5, 6-0.
Storme (France) beat Sprang-Thomsen (Denmark), 6-1, 6-0.
Herd (Great Britain) beat Feest (West Germany), 6-4, 6-3.
Baim (USA) beat Warren (USA), 6-2, 6-1.
Charles-Edwards (Great Britain) beat Fehrmann (Denmark), 6-1, 6-1.
Storme (France) beat Baehr (Denmark), 6-1, 6-2.
Rocque (USA) beat Herd (Great Britain), 6-0, 6-1.
Storme (France) beat Rocque (USA), 6-2, 6-0.
Charles-Edwards (Great Britain) beat Baim (USA), 6-4, 6-3.
Rocque (USA) beat Baim (USA), 0-6, 6-1, 6-2, (3rd place).
Storme (France) beat Charles-Edwards (Great Britain), 6-1, 6-1 (Championship).

Men's Doubles

Stevenson/Poe (USA) beat Lanfranchi/Charriere (France), 6-3, 6-2.
Elmer/Wennekke (Denmark) beat Billen/Van Laer (Belgium), 6-2, 6-4.
Heymann/Widmann (West Germany) beat Salomone/Corcoran (Great Britain), 6-3, 7-5.
Pacinotti/Gallo (Italy) beat Graebe/Mikkelsen (Denmark), 6-2, 3-6, 9-7.
Siccaldi/Ricci-Bitti (Italy) beat Boltz-Hupfeld (West Germany), 6-3, 6-3.
Kemp/Mitchell (Australia) beat Biernaux/Gerin (Belgium), 6-3, 6-2.
Elmer/Wennekke (Denmark) beat Stevenson/Poe (USA), 6-4, 6-4.
Heymann/Widmann (West Germany) beat Pacinotti/Gallo (Italy), 5-7, 6-3, 8-6.
Kemp/Mitchell (Australia) beat Heymann/Widmann (West Germany), 6-1, 8-6.
Siccaldi/Ricci-Bitti (Italy) beat Elmer/Wennekke (Denmark), 6-0, 6-1.
Elmer/Wennekke (Denmark) beat Heymann/Widmann (West Germany), 6-8, 6-4, 6-1 (3rd place).
Siccaldi/Ricci-Bitti (Italy) beat Kemp/Mitchell (Australia), 6-3, 6-2, 6-3 (Championship).

Women's Doubles

Worringer/Storme (France) beat Warren/Konoski (USA), 6-3, 6-3.
Charles-Edwards/Salomone (Great Britain) beat Fehrmann/Sprang-Thomsen (Denmark), 6-1, 3-6, 6-1.
Baehr/Frederiksen (Denmark) beat Arnold/Feest (West Germany), 6-1, 6-3.
Baim/Rocque (USA) beat Charles-Edwards/Salomone (Great Britain), 6-3, 6-3.
Worringer/Storme (France) beat Baehr/Frederiksen (Denmark), 7-5, 7-6.
Baehr/Frederiksen (Denmark) beat Charles-Edwards/Salomone (Great Britain), 7-5, 7-6 (third place).
Baim/Rocque (USA) beat Worringer/Storme (France), 6-4, 6-1 (Championship).

Mixed Doubles

Baehr/Elmer (Denmark) beat Arnold/Heymann (West Germany), 6-1, 6-0.
Rocque/Poe (USA) advanced as Worringer/Lanfranchi (France) withdrew.
Baim/Stevenson (USA) beat Feest/Boltz (West Germany), 6-0, 6-1.
Elmer/Robinson (Belgium) beat Salomone/Herd (Great Britain), 6-4, 6-3.
Charles-Edwards/Corcoran (Great Britain) beat Frederiksen/Wennekke (Denmark), 4-6, 7-5, 6-2.
Baehr/Elmer (Denmark) beat Rocque/Poe (USA), 6-3, 4-6, 6-3.
Storme/Charriere (France) beat Baim/Stevenson (USA), 2-6, 6-0, 6-4.
Fehrmann/Robinson (Belgium) beat Baehr/Elmer (Denmark), 6-3, 6-1.
Storme/Charriere (France) beat Charles-Edwards/Corcoran (Great Britain), 7-5, 6-1.
Charles-Edwards/Corcoran (Great Britain) beat Baehr/Elmer (Denmark), 6-1, 6-3 (third place).
Storme/Charriere (France) beat Biernaux/Robinson (Belgium), 6-3, 6-1 (Championship).

Dick Baraona Wins Two Medals In Cycling

We were proud of the magnificent performance of our men's and women's swimming teams which overwhelmed all other competition. We also were proud of the outstanding showing of our men's and women's track and field teams, when, for the first time, we won the unofficial championship. We were happy about the increase of medals won in wrestling, and we were proud of our tennis team despite the strongest opposition faced in world competition. And now we were especially proud of Dick Baraona of Daly City, Calif.

Dick Baraona, now 25 years old, showed much improvement in cycling and is now third best deaf cyclist in the world. He finished seventh in the 1,000-meter sprint

(four years ago he was 13th) and took two silver medals in the 35-kilometer time trial and the 100-kilometer road race.

In 1969, Dick won a silver medal in the time trial, and he was especially happy when he was able to get a medal in his favorite event, the road race. He's confident that he will be ready in 1977 and win three GOLD medals. We believe him as he is really a dedicated cyclist.

No wonder Baraona is GOOD. He is among the best all-around cyclists in Northern California. He began his racing career in 1965 and has competed in three WGDs. In the 1965 Games held in Washington, D.C., Dick placed fifth in the time trial as the youngest cyclist in the



USA CYCLING TEAM—Left to right: Bobby Sked-smo, Cerritos, Calif., and Dick Baraona, Daly City, Calif. Baraona won two silver medals.

competition, then 17 years old. Among his many victories in California was the 1970 Tamalpais Hill Climb. Dick graduated from the California School for the Deaf in Berkeley and now works as an upholsterer in South San Francisco. He specializes as a climber to be reckoned with.

Dick Baraona was one of 60 top riders in the country picked to participate in the Olympic Trials for a position on the USA cycling team in the Olympic Games at Munich, Germany, last year.

The road tryouts were held in the hills near Lake Lucerne, N.Y., about 50 miles from Albany. The 60 road riders reported to Upstate New York, June 11-17, 1972, and vied for positions in two different road races. Twelve of these riders were selected for the month-long training camp beginning July 18. By August 6, eight roadmen were selected to represent the USA in the Munich Olympics. Dick Baraona did remarkably well in the Olympic Trials as he placed 16th, and he was proud to receive a Certificate of Participation.

Those with little knowledge of bicycle racing are often unaware that there's anything more to the sport than merely riding as fast as possible from start to finish. In most cycling events, nothing could be further from the truth. While the racing cyclist must always be in fine physical condition to ride competitively, it is the racing strategy used which eventually determines the winners. The extent to which tactics are employed, and the character of the tactics themselves, vary greatly with the type of event and the racer's personality. While a short individual **time trial** is mainly a matter of pure strength, a **stage race** lasting a week or two and involving teams of four to ten riders can become a strategically complex affair.

Single day **road races** range from 50 to 125 miles for amateurs, and up to 200 miles for professionals. They may be place-to-placers, or run one or several laps of a circuit, such as the Malmo event

which featured eight laps of a 11¼-kilometer course. These events are known for long and grueling climbs, tricky descents, fierce winds and poor road surfaces which are often encountered, not to mention the rain, hail and even snow often found in other areas. The object of the race is simple. There is a mass start (all riders start together), and the first one across the finish line comes near collapsing from elation and fatigue. Aside from the usual prizes awarded to the top finishers, there are often **primes** (pronounced **preems**), awards for being the first across a sprint line or first to top a climb in mid-race.

In a mass start event, the cyclist will try to conserve his energy unless he decides to begin his race-winning effort. Just when the time comes, however, is entirely up to that rider. It would make no sense for him to spend all of the race working at the front of the bunch while the others are "relaxing," sitting on a wheel. He would then be left too fatigued to respond once the race-winning move occurred. While in the peloton, a good cyclist will take pace for short stints, doing his share, and otherwise remaining near, but not at, the front of the group. A rider sitting in the middle or at the rear of the bunch, while never having to take pace, will be likely to miss any important **breakaway**, not only because he probably wouldn't see it, but because even if he did, it would take too much of an effort to fight through or around the bunch and then bridge the gap which the break will have opened. Also, it is to any rider's advantage to stay toward the front, since, at the rear, with more riders ahead of him, he is more subject to crashes and pileups. It is of utmost importance for all riders in a group to ride smoothly and in a straight line. The necessity for this becomes obvious from observing a bunch moving at 25 MPH, each cyclist within inches of the man in front of him, surrounded by others on all sides. Any weaving or jerky movement, such as sudden and unforewarned braking, can cause a serious pile-up.

Methods employed for making race-winning moves will vary with the character of the individual cyclist. Many racing cyclists will specialize in either sprinting, hill-climbing or pacing (a fast, continuous pace) or combinations of them. Sprinters will just lay back for most of the race, hoping for the sprint finish, while the hill-climber will come to the front on the hills and try to burn the others off. The pacers will try to keep the race moving fast throughout, hoping to leave the climbers and sprinters too exhausted to carry out their specialties, or better yet, leaving them far behind.

Time trialing is an individual ride against the clock, where taking wind shelter from another rider or vehicle on the course is not allowed. In these events, the riders are sent off individually, usually at one-minute intervals, thus giving everyone someone to chase right from the



TOP DEAF CYCLISTS IN THE WORLD—At top are the medalists of the 35-kilometer time trial standing on the victory rostrum. Left to right: Dick Baraona of USA (silver medal), Lee Malcolm Johnson of Great Britain (gold) and Mirko Jerman of Yugoslavia (bronze). At bottom are winners of the 90-kilometer road race, left to right: Dick Baraona (silver), Tiziano Piccoli of Italy (gold) and Bernhard Deschamps of Belgium (bronze).



start. Events are commonly run over set distances, such as 10 or 25 miles, or 50 kilometers, and the rider with the best time for the course is the winner. While time trialing lacks the strategic complexity of a mass start event, there are still some considerations which the rider must make. He must know which gear(s) will take him over the required distance at maximum speed. Pacing oneself is very important; some will ride a steady, hard pace right from the start, hoping not to "blow up" before the finish, while others may start more moderately, building up to a near-sprint as the finish draws near. In any case, the time-trialist must be ready to attack whenever there is a favorable change in conditions, such as a tailwind, a short descent or the wind drag created by a passing vehicle.

The position on the bicycle becomes especially critical in time-trialing. The cyclist fully exposed to the wind through-

out the race will try to present as little profile to the wind as possible, but not so low as to cause cramps in the stomach or hamper the breathing. The most popular position is known as the "egg position." The rider is bent over the bars in a streamlined position, but keeps his head to see where he's going. Adaptation of proper time-trialing position can reduce air resistance by as much as 25%, a very important savings in the most significant of restraining forces.

The 1000-meter match sprint is possibly the most technical in all of cycling, and is also possibly the most exciting for the spectator. It is often only a matter of inches separating the riders of a matched sprint heat as they cross the line. Matched sprints are an elimination series between two or three riders at a time. After each round, a **repcharge**, or sprint among all the losers, is held, thus allowing the best of the losers to avoid being eliminated, and attempting to arrange a showdown between the two best sprinters in the final round, no matter what the luck of the initial draw.

Styles in the match events vary immensely. Some riders will try to come from behind in a flash. Others will often try to lead out with a powerful jump. Others will just try to stay level with an opponent, and then use a powerful finishing kick, or a second jump, to finish off the opponent in the last few yards. It is to each man's advantage to know his opponents, to know their strengths and weaknesses and to ride accordingly.

Dick Baraona is already an accom-

plished time-trialer as he has won a silver medal in this event two consecutive World Games. He is very good in road racing because he is the best climber among hearing cyclists in Northern California and also the best deaf climber in the world. He's improving a lot in match sprint events.

Bobby Skedsmo was the other cyclist on the USA squad. He did not get a medal, but no one can say he did not try. He pleased us a lot when he placed seventh in the road racing.

Results of cycling events:

1,000-meter speed test: 1) Uzeel (Belgium); 2) Johnson (Great Britain); 3) Major (Canada); 4) Piccoli (Italy); 5) DeChamps (Belgium); 6) Jerman (Yugoslavia); 7) Dick Baraona (USA).

35-kilometer against the clock: 1) Johnson (Great Britain), 56:28.9; 2) Dick Baraona (USA), 58:27.1; 3) Jerman (Yugoslavia), 59:10.5; 4) Cavani (Italy), 59:47.5; 5) Klepec (Yugoslavia), 1:00:10.2; 6) DeChamps (Belgium), 1:00:15.6. Bobby Skedsmo was 13th in 1:02:09.2.

90-kilometer road race (eight rounds on closed circuit): 1) Piccoli (Italy), 2:37.19; 2) Dick Baraona (USA); 3) DeChamps (Belgium); 4) Major (Canada); 5) Uzeel (Belgium); 6) Johnson (Great Britain); 7) Bobby Skedsmo (USA).

All events: 1) Johnson (Great Britain), 17 points; 2) Piccoli (Italy), 13 points; 3) Uzeel (Belgium), 12 points; 4) Dick Baraona (USA), 12 points; 5) DeChamps (Belgium), 7 points; 6) Major (Canada), 7 points; 8) Jerman (Yugoslavia), 5 points; 9) Cavani (Italy), 3 points; 10) Klepec (Yugoslavia), 2 points.

The medal standings:

	Gold	Silver	Bronze	Tot.
Great Britain	2	1	0	3
Belgium	1	0	2	3
USA	0	2	0	2
Italy	1	1	0	2
Canada	0	0	1	1
Yugoslavia	0	0	1	1
Totals	4	4	4	12

Japan Wins Four Gold Medals In Table Tennis

There were 270 contestants in track and field, 193 men and 76 women, from 27 nations.

Table tennis had the second largest entry as a record 82 men and 40 women from 22 countries took part in the increasingly popular table tennis tournament.

Japan dominated the men's division and captured four gold medals. Prior to this Japan had not won a gold medal since it entered the World Games for the Deaf for the first time in 1965.

Hungary again was the best in the women's division as it swept the women's singles, took first and third places in the women's doubles and clinched the team event.

Our best player, Harry Dunai of Beverly Hills, Calif., held his own until he was eliminated by a Dane who advanced to the quarterfinals.

The medal winners:

Men's Singles: 1) Ikushima (Japan), 2) Yoshida (Japan), 3) Lowenstein (Hungary).

Women's Singles: 1) Impon (Hungary), 2) G. Weltner (Hungary), 3) T. Weltner (Hungary).

Men's Doubles: 1) Ikushima/Kodera (Japan), 2) Prah/Kranz (West Germany), 3) Lowenstein/Szell (Hungary).

Women's Doubles: 1) Impon/G. Weltner (Hungary), 2) Kraemer/Friese (West Germany), 3) Ivanky/T. Weltner (Hungary).

Mixed Doubles: 1) Ikushima/Saito (Japan), 2) Prah/Kraemer (West Germany), 3) Lowenstein/Impon (Hungary).

Men's Team: 1) Japan, 2) West Germany, 3) Roumania.

Women's Team: 1) Hungary, 2) Japan, 3) West Germany.

Italy Wins Seven Of Eight Shooting Matches

The purists who wondered why rifle and pistol shooting events were on the program of the first modern Olympic Games in Athens in 1896 and the first World Games for the Deaf in Paris in 1924 failed to see that the differences between shooting a bullet and throwing a javelin or a discus were less real than apparent. For that matter, the differences between the sling shot David used against Goliath and the long gun Daniel Boone used to hunt his "bars" were more in design than in principle.

Weapons which fire bullets are part of a long line of historical devices which go back even further than the Biblical sling. After the slings came the bows and arrows—and before the rifles and revolvers came the arquebus and the musket and the crude 16th Century hand guns of Pistoria, Italy.

Most of the classic Greek sports and games disappeared from Europe during the millenium of the Dark Ages that started with the Fall of Rome in the Fifth Century. During the 15th Century, new sports began to emerge. One of them was archery, which became a sport just as the gun began to supplant the bow as a military weapon.

The records of the Societe de l'Harquebuse de Geneva—the Geneva Shooting Society of Switzerland—show that as early as 1474 both archers and those marksmen who shot the arquebus competed in matches for prizes given by the Petit Consil of Geneva. The arquebus was an early, primitive version of the ancient match-lock rifle.

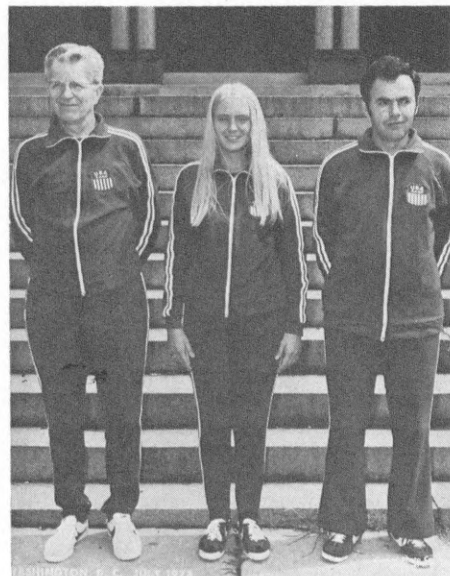
In 1475, the society installed a new shooting range. The construction of this range is considered the beginning of modern target shooting. Today in Geneva the society still crowns the "King of the Arquebus" every year.

In the United States today, there are more rifle clubs than there are golf clubs. Over 10,000 rifle clubs provide recreation for thousands of Americans whose chief pleasure consists of spending their weekends shooting. It is from these civilian clubs that members of our shooting team were chosen.

We competed in shooting for the first time in 1965. And at the Malmo Games the USA shooters again met tough competition as 52 shooters from 14 nations participated in the matches. They, however, exhibited enough skill to deserve four diplomas.

Italy won 7 of 8 matches, and Antonio Endrizzi of Italy scored 593 points out of the maximum possible 600 in the small-bore division (prone position) for a new World Deaf record. And in the same event the Italian rifle marksman team scored a combined total of 1759 points for another global mark.

It was really too bad that Walter Rothrock of Hayward, Calif., could not com-



USA TABLE TENNIS TEAM—Left to right: Leroy Dunning, Cincinnati, Ohio; Roberta Weltze, Atlantic Highlands, N.J.; Harry Dunai, Beverly Hills, Calif.



USA SHOOTING TEAM—Left to right: Henry Chen, Inglewood, Calif.; John Randolph (player-captain-coach), College Park, Md.; Ray Weiderhold, Jr., Fallston, Md.

pete this time. He is still remembered as the only American to win gold medals in shooting. He took four gold medals at the 1965 Games, when he was 17 years old.

Medal standings in shooting:

	Gold	Silver	Bronze	Tot.
Italy	7	3	3	13
West Germany	0	3	2	5
Sweden	1	1	0	2
Czechoslovakia	0	1	1	2
Switzerland	0	0	1	1
Bulgaria	0	0	1	1
Totals	8	8	8	24

Below are results of world deaf shooting championships:

52-Meter Smallbore

Team Prone (60 shots)—1) Italy, 1759 points (NEW WORLD RECORD); 2) Czechoslovakia, 1,744 points (also bettered world mark); 3) West Germany, 1743 points (also bettered world standard); 4) Bulgaria, 1734 points; 5) Finland, 1728 points; 6) Switzerland, 1718 points. (USA was eighth with 1645 points.)

Individual Prone (60 shots)—1) Endrizzi (Italy), 593 points (NEW WORLD RECORD); 2) Calissano (Italy), 589 points; 3) Hermann (Switzerland), 589 points; 4) Ikoia (Finland), 588 points; 5) Cossman (West Germany), 587 points; 6) Mandok (Czechoslovakia), 583 points.

Russia Wins Its First WGD Soccer Title

Some 2000 years after the game of football had its origins in Rome, the Brazilian hosts for the 1950 world's football championships had to build a stadium a half-mile in circumference to accommodate the 199,855 ticket-buying spectators for the day of the finals.

Football—or soccer football, to use its relatively modern name—is beyond doubt the world's most popular sport. Crowds of 50,000 to 150,000 at important soccer football games are common throughout Europe and Latin America.

Soccer football is the game in which—unlike in the less popular Rugby, American and Canadian football games—none of the players but the goal-tender may touch the ball with his hands. It gets its name of soccer from the rivalry that sprang up between Rugby and classic football in the mid-19th Century.

In 1863, the London Football Associa-

(John Randolph of USA was 22nd with 570 points; Ray Weiderhold of USA, 30th with 553 points, and Henry Chen of USA, 37th, 522 points.)

Team Three Positions (3x20 shots)—1) Italy, 1614 points; 2) West Germany, 1593 points; 3) Bulgaria, 1591 points; 4) Czechoslovakia, 1590 points; 5) Sweden, 1535 points; 6) Finland, 1527 points; 7) USA, 1499 points.

Individual Three Positions (3x20 shots)—1) Endrizzi (Italy), 551 points; 2) Calissano (Italy), 547 points; 3) Di Sapia (Italy), 547 points; 4) Pernica (Czechoslovakia), 540 points; 5) Atanassov (Bulgaria), 538 points; 6) Ray Weiderhold (USA), 536 points. (John Randolph was 27th with 493 points, and Henry Chen 34th, 470 points.)

Air Rifle

Team (40 shots)—1) Sweden, 1026 points; 2) Italy, 1025 points; 3) West Germany, 1018 points; 4) Czechoslovakia, 951 points; 5) USA, 942 points.

Individual (40 shots)—1) Di Sapia (Italy), 356 points; 2) Possio (Sweden), 356 points; 3) Regoli (Italy), 348 points; 4) Endrizzi (Italy), 348 points; 5) Kirch (West Germany), 348 points; 6) Ray Weiderhold (USA), 342 points. (John Randolph was 22nd with 308 points, and Henry Chen, 27th, 292 points.)

300-Meter Big Bore (Free Rifle)

Team (3x20 shots)—1) Italy, 1556 points; 2) West Germany, 1510 points; 3) Czechoslovakia, 1475 points; 4) Sweden, 1425 points; 5) Finland, 1354 points; 6) USA, 1342 points.

Individual (3x20 shots)—1) Calissano (Italy), 527 points; 2) Reckel (West Germany), 523 points; 3) Kossler (Italy), 519 points; 4) Endrizzi (Italy), 510 points; 5) Grimm (West Germany), 508 points; 6) Pernica (Czechoslovakia), 507 points. (Ray Weiderhold was 8th with 507 points; John Randolph, 24th, 430 points, and Henry Chen, 26th, 405 points.)

4-2, prior to the closing ceremonies of the XII World Games for the Deaf at the Malmo Stadium.

Yugoslavia, which won five straight WGD titles from 1953 to 1969, lost to Russia in the opening contest of the Malmo Games, 2 to 1, but went on to take third place.

WGD soccer football competition now is limited to a field of eight teams as decided by the CISS. Four years ago 17 nations participated in soccer at the Belgrade Games, and this necessitated a lengthy elimination series which took more than a week to complete.

The CISS automatically qualifies the host nation and defending champion in the final WGD field of eight teams. Elimination series are set up in various geographical zones, and there were six zones. For the Malmo Games, Sweden was the automatic qualifier and Yugoslavia was the defending champion, while five teams came from the European zone and one from the America zone.

Results of all soccer games:

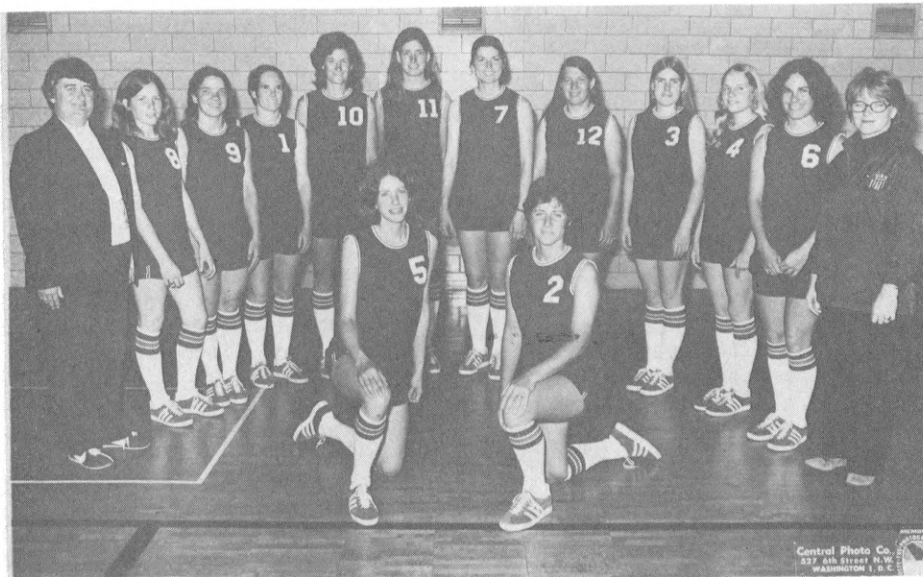
Russia 2, Yugoslavia 1
Great Britain 4, Argentina 1
Roumania 2, Holland 1
Sweden 1, West Germany 1 (tie)
Sweden 4, Holland 0
Roumania 2, West Germany 0
Yugoslavia 3, Great Britain 0
Russia 7, Argentina 0
Sweden 1, Roumania 0
Russia 2, Great Britain 0
Yugoslavia 2, Argentina 0
West Germany 9, Holland 0
Holland 2, Argentina 1 (7th place)
West Germany 1, Great Britain 1 (tie, 5th place)
Yugoslavia 2, Roumania 0 (3rd place)
Russia 4, Sweden 2 (Championship)

The final standings in soccer:

	W	L	T	Pts.	Op.
1) Russia	4	0	0	15	3
2) Sweden	2	1	1	8	5
3) Yugoslavia	3	1	0	8	2
4) Roumania	2	2	0	4	4
5) West Germany	1	1	2	11	4
6) Great Britain	1	2	1	5	7
7) Holland	1	3	0	3	16
8) Argentina	0	4	0	2	13



CELEBRATION—After winning their first world soccer title the Russian players tossed their coach up in the air. Russia beat Sweden in the finals, 4-2.



USA WOMEN'S VOLLEYBALL TEAM—Left to right, kneeling: Linda Ridenour, El Monte, Calif.; Wendy Cooper, White Plains, N.Y. Standing: Aletha Emerick (coach), Riverside, Calif.; Pamela Ridenour, El Monte, Calif.; Sharon Ingenthron, San Bernardino, Calif.; Linda McArthur, Ojai, Calif.; Marcia Kessler, Huntington Beach, Calif.; Wendy Lange, St. Augustine, Fla.; Judith Weigand, Austin, Texas; Janice Edington, Thatcher, Ariz.; Patricia Mason, Van Nuys, Calif.; Nancy Jones, Santa Ana, Calif.; Linda Tucker, Los Angeles, Calif., and Mrs. Gloria Morikawa (manager), Honolulu, Hawaii. They won second place.

Althea Emerick Pilots USA To Second Place In Women's Volleyball

Popularity of volleyball was evident at Malmo since this sport was added to the WGD program four years ago.

Our women's volleyball team was a real surprise as they won the silver medal and just missed winning the gold as they lost to defending champion Denmark, 3 games to 2. Althea Emerick of the California School for the Deaf, Riverside, is to be commended for producing a medal-winning combination.

The USA men's team finished fourth in a seven-team field.

Results:

WOMEN'S VOLLEYBALL

Denmark 3, Holland 0
USA 3, Sweden 0

Denmark 3, Canada 0
Holland 3, Sweden 0
USA 3, Holland 1
Denmark 3, Sweden 0
USA 3, Canada 0
Canada 3, Holland 0
Denmark 3, USA 2
Canada 3, Sweden 0

Final standings:

	W	L	Pts.	Op.	Sets
1) Denmark	4	0	197	107	12-2
2) USA	3	1	207	155	11-4
3) Canada	2	2	137	123	6-6
4) Holland	1	3	128	175	4-9
5) Sweden	0	4	71	180	0-12

MEN'S VOLLEYBALL

Italy 3, Finland 2
Bulgaria 3, USA 0
Iran 3, Canada 0
USA 3, Holland 1

Iran 3, Finland 1
Italy 3, Canada 0
Bulgaria 3, Holland 0
Finland 3, Canada 0
Iran 3, Italy 1
Finland 3, Holland 1 (5th place)
Italy 3, USA 0 (3rd place)
Bulgaria 3, Iran 0 (Championship)

Final standings:

	Won	Lost	Sets
1) Bulgaria	3	0	9-0
2) Iran	3	1	9-5
3) Italy	3	1	10-5
4) USA	1	2	3-7
5) Finland	2	2	9-7
6) Holland	0	3	2-9
7) Canada	0	3	0-9



VOLLEYBALL MEDALISTS—Standing on the victory rostrum are captains of the women's volleyball teams that won medals: USA, silver; Denmark, gold, and Canada, bronze. Wendy Cooper (nee Bachman) was captain of the USA squad.

Yugoslavia Repeats As Handball Champion

Popularity of handball also showed at Malmo as there was always a big crowd at each game.

The Americans who witnessed this sport for the first time were very much impressed as the handball competitions were fraught with excitement, and the handball played was full of technical finesse and bold sallies by individuals.

And one American remarked to us that he is thinking of spreading interest in handball here in this country.

Yugoslavia repeated as champion. This did not come as a surprise to those familiar with this sport. Handball has been cultivated for many years, systematically, among the deaf young men and women in Yugoslavia.

Results and final standings:

Sweden 25, Switzerland 9
Yugoslavia 19, West Germany 9
Norway 28, Spain 6
Denmark 30, Italy 7
Yugoslavia 31, Italy 19
Sweden 37, Spain 4
Denmark 21, West Germany 16
Norway 17, Switzerland 8
Switzerland 24, Spain 16
Italy 21, West Germany 16
Norway 11, Sweden 9
Yugoslavia 21, Denmark 20
West Germany 22, Spain 6 (7th place)
Italy 14, Switzerland 12 (5th place)



USA MEN'S VOLLEYBALL TEAM—Most of them are from Honolulu, Hawaii, and they placed fourth in the Malmo meet. Kneeling, left to right: Thomas Koma, Ken Murashige (Los Angeles, Calif.), Francis "Loma" Palea (coach), Ryoichi Narikawa, Allen Yuen, Norman Galapin. Standing: Peter Maldonado, Bill Bobby (Gardena, Calif.), Garland Boren (Irving, Texas), John Bonous, Kimm Randolph (Gardena, Calif.) and Charles Marsh (Olathe, Kans.).

Denmark 20, Sweden 10 (3rd place)
Yugoslavia 22, Norway 10 (Championship)

	W	L	Pts.	Op.
1) Yugoslavia -----	4	0	93	58
2) Norway -----	3	1	66	45
3) Denmark -----	3	1	91	63
4) Sweden -----	2	2	81	44
5) Italy -----	2	2	70	89
6) Switzerland -----	1	3	53	72
7) West Germany --	1	3	63	67
8) Spain -----	0	4	32	111

USA Basketball Team Wins 5th Straight Gold

We were unable to see a basketball game at the Malmo Games, but Gene Carr, newly elected publicity director of the AAAD and player-manager of the USA cage squad, supplied us full information about the USA team at Malmo.

With the spectre of the downfall of the USA basketball team in the recent Munich Olympics hanging over the deaf counterparts, the deaf USA basketball squad and its coach, Dennis Berg, who piloted the Minnepaul team to its first AAAD crown last April, had to produce a gold medal in Malmo or face the same embarrassment as the USA team did after Munich! With pride and prestige at stake, the whole team shrugged off the mounting pressure throughout the training and opening games with remarkable maturity, poise and spirit. All the players and their coach knew what must be done—and they did it in style—defeating Poland in the foul-plagued finals, 88-75, to keep America No. 1 in the world in basketball!

The 1973 team, composed of superstars from different clubs was welded together in the hot, humid weather surrounding the campus of Gallaudet College in Washington, D.C. They ran exhaustive drills twice a day, sweated through long scrimmages and mustered their utmost in the short time allotted before leaving for Sweden. On July 14, the USA team defeated the Washington All-Stars, a team

composed of area deaf players including Union League of the Deaf of New York City, Baltimore and Metropolitan Washington Association of the Deaf. The score was 112-62.

The USA five opened against Italy in the World Games competition at Malmo on July 21. After some opening jitters, the Yanks got rolling and beat Italy, 121-54, with Don Lyons pouring in 33 points and Larry Thorpe and Richard Olson following with 19 apiece.

Sweden was next. They fell to the onslaught of a full court press, 114-43, as all the USA players scored at will on steals and excellent defensive plays. Lyons again led the scorers with 20 points. **Sweden's 6-8 player, Masko, could make only 18 points.**

Against Finland, it was the same story as the other team could not solve the Americans' fine press, mostly by the flashy Olson twin brothers, both former Oregon School for the Deaf all-around athletic stars. The final score was USA 136, Finland 57. Lyons and Thorpe shared high point honors with 26 points each.

By the fourth game in the "A" bracket, the USA team was suffering from minor injuries and being a little weary of the grind and looking ahead to meeting Poland in the finals, a sure winner of the "B" bracket. Of all the teams, only USA and Poland looked good, but surprising France showed great improvement by losing a cliff-hanger to a thoroughly ambushed Polish team, 58-57. The result of the USA team's attitude produced only a mediocre game against Yugoslavia as USA won, 92-53. All the players again got in the scoring column, headed by Lyon's 17 points.

The final showdown between USA and Poland was staged before a capacity crowd in the gym . . . many more were turned away, but they later sneaked in after the half to be a part of a screaming and cheering mob that encouraged

both teams to their best efforts. The strong Polish quintet was rated much improved over the 1969 team in Belgrade . . . and it was the same team, except for two new players. This made it a total of seven years they have been training together. Poland came to Malmo with the goal of ending USA domination in WGD basketball. The USA team had been together for only two weeks; however, we showed the world that American basketball breeds a superior brand of play as our "AAAD All-Stars" exhibited their talents and experience to outplay the hustling Polish players.

The championship game started out as a see-saw game with USA trying a full-court press and the Olson twins everywhere on the floor, harassing the Polish guards. This resulted in some easy points. However, the Polish players know their stuff as they successfully solved our man-to-man defense with some brilliant blocking and drives. **As the game progressed, the play became rougher because of liberal international rules—the referee's whistle blew often and oftener.** Meanwhile Dennis Vance had a hot hand in the opening minutes as his baskets from the sides kept USA in business. With Thorpe and Lyons dominating the boards, the USA seemed to roll along smoothly. However, before the half ended, the referee's whistle blew on Thorpe and Lyons one after another and both were benched with four fouls apiece. Coach Berg refused to panic and sitting on a six-point lead, he sent 6-7 Ken Harrison in to hold off the middle as the two teams traded baskets to a 49-43 halftime score in favor of the United States.

After a halftime talk by Coach Berg, the players filed out, a very determined and serious bunch. When the game resumed with Harrison in the middle, ably assisted by 6-4 Jim Niemi and 6-3 Vance on the boards, USA kept Poland at a 2-to-8 point distance for the first eight



CAGE COMPETITION—These two photos of the final showdown in basketball between USA and Poland were taken by a professional photographer in Malmo, Sweden. At left: Ken Harrison trying to grab a rebound with Jim Niemi and Ralph Fuechtman lending a help by blocking two top Polish players. Above: Coach Dennis Berg instructs the Olson twin brothers and Dennis Vance to keep cool since two top Polish players fouled out. Note the game was before a SRO crowd.



FIFTH UNDEFEATED USA BASKETBALL TEAM—Left to right, kneeling: Ron Johnson, St. Paul, Minn.; Dennis Berg, St. Paul, Minn. (coach); Ralph Fuechtmann, Fridley, Minn.; standing: Dick Olson, Rochester, N.Y.; Jim Reineck, West Covina, Calif.; Jim Niemi, Crofton, Md.; Don Lyons, Northridge, Calif.; Ken Harrison, Chicago, Ill.; Larry Thorpe, Bayonne, N.J.; Dennis Vance, Omaha, Neb.; Gene Carr (player-manager), Dallas, Texas; Bob Olson, Rochester, N.Y.

minutes of the last half. Then Rosokek and Gierguw, both veteran Polish stars, started to get hot with aggressive baseline drives, getting good feeds from teammates . . . they pulled Poland to within one point, forcing Coach Berg to send back Lyons and Thorpe, both 6-6, to stop them, not before Harrison played his heart out blocking several shots and clearing the boards. Berg also sent in old pro Ralph Fuechtmann to defense Rosokek. This maneuver resulted in Rosokek fouling out on a charging violation. Richard Olson came to life in the late minutes and scored most of his points in that period. He and his brother Bob dazzled the screaming crowd with their defensive antics, while Poland started their "do-or-die" efforts to outscore the USA team.

Disaster again loomed in the face of the USA team when Vance and Thorpe fouled out with five minutes to play and USA sitting on a seven-point lead. However, Gierguw fouled out with another Polish player . . . then it was only a matter of Coach Berg instructing the team to keep cool and follow his instructions. The USA five used their bench strength and hustle to put the game away, 88-75.

After the gun sounded, the wildly cheering fans mobbed the players to show their appreciation of a great game. Poland earned the respect of the USA team for their gutsy play and sheer determination.

Four years from now, the European nations are sure to continue improving in basketball. Will the USA win its sixth straight gold medal in basketball? That's the AAAD's job to see they do!

This was the fifth consecutive basketball gold medal for the United States which has won 24 games in a row since the sport was added to the WGD program in 1957 in Milan, Italy.

Don Lyons, who scored 124 points in three games at the Dallas AAAD Nationals for a new record, was the leading scorer of the USA team. In five games he garnered 101 points for an average of

20.2 points per game . . . Larry Thorpe 94 points, Dick Olson 80, Dennis Vance 63, Ralph Fuechtmann 43, Ken Harrison 40, Bob Olson 38, Jim Niemi 32, Ron Johnson 30, Gene Carr 28 points in four games and Jim Reineck 6 points in one game.

Results of all games:

USA 121, Italy 54
 Poland 58, France 57
 Sweden 62, Yugoslavia 57
 Canada 72, Israel 51
 Finland 75, Italy 60
 France 96, Spain 61
 USA 114, Sweden 43
 Poland 125, Canada 38
 Sweden 68, Italy 53
 France 82, Canada 55
 Yugoslavia 76, Finland 73
 Israel 76, Spain 58
 Italy 58, Yugoslavia 53
 Poland 146, Spain 52
 USA 136, Finland 57
 France 128, Israel 56
 USA 92, Yugoslavia 53
 Poland 111, Israel 52
 Sweden 71, Finland 44
 Spain 71, Canada 67
 Finland 77, Israel 54 (9th place)
 Italy 80, Spain 79 (7th place)
 Yugoslavia 101, Canada 64 (5th place)
 Sweden 52, France 46 (3rd place)
 USA 88, Poland 75 (Championship)

Final basketball standings:

	W	L	Pts.	Op.
1) USA	5	0	551	282
2) Poland	4	1	515	287
3) Sweden	4	1	296	314
4) France	3	2	409	282
5) Yugoslavia	2	3	326	381
6) Canada	1	4	296	430
7) Italy	2	3	305	496
8) Spain	1	4	321	457
9) Finland	2	3	326	397
10) Israel	1	4	281	446

* * *

We are mighty proud of our accomplishments in Malmo, but the mere fact that we out-medaled Russia wasn't deemed newsworthy by the media. When F. A. Caligiuri was appointed by us to serve on the USA-WGD Committee as public relations director he was fully aware of the lack of newspaper coverage of the World Games for the Deaf in addition to up-to-the-minute publicity. We explored various avenues . . . one party wanted

\$45,000 to put the Games on movie film. The announcer of the Mets baseball team offered to tape the Games for showings on TV. The tab was \$100,000 and he tried to find a sponsor, knowing full well that we couldn't spare a dime. In Malmo we contacted the AP and UP and were told simply that they would transmit to the United States what news THEY deemed appropriate.

Lack of representation in the press of "deaf doings" on a national or worldwide scale is nothing new. They received information of the '57, '61, '65, '69 Games only through our reporting in THE DEAF AMERICAN. The 1965 Games in Washington, D.C., received good coverage in the Washington dailies, but nary a line in the Los Angeles Times. The World Federation of the Deaf meeting in Israel and the CISS meetings in Rome and Malmo were unreported to the United States to our knowledge. Julie Eisenhower's meeting with the USA team at Gallaudet College elicited disgracefully scant coverage in the Washington Post.

The AP was more active in Belgrade and small town newspapers in the United States were able to pick up tid-bits of news. The AP and UP offices in Sweden were in Stockholm and Malmo newspapers transmitted news to those offices. We have several newspaper clippings to show that the AP did release results of the Malmo Games. France and Italy had their own news representatives and phoned results direct to their homelands.

One thing is sure, and you can bet your bottom dollar on it, if Willie Poplar had put the shot within an eyelash of the existing world record, not the deaf world record, and not been a horrendous 23 feet short, and if Ron Rice had set a world's record in the 1500-meter freestyle—not nearly THREE MINUTES SLOWER, and if a Gallaudet College biochemist had discovered a cure for cancer, boy, would the media fall over each other to be the first to emblazon us on the FRONT page. Such is our lot!

We are open to suggestions and would like to have this thing resolved long before the next World Games. Until a better way is found we will continue to depend on our reporting and commentary in THE DEAF AMERICAN as it has been for lo these many years.

Though we have had instances which frustrated our efforts, Cal is satisfied that he has done his part in making it easier for us to raise the necessary funds, to tell the story of the World Games in brochure form, to help the Kiwanis Clubs put on fund-raising affairs and to write and edit publicity releases. He is satisfied that our efforts resulted in the USA emerging on top and if we failed to receive proper recognition in the press we, at least, are champions in the eyes of our own people.

* * *

On cool Saturday afternoon, July 28, 1973, all the leaders and flag bearers of the XII World Games for the Deaf

paraded once more at the Malmo Stadium. And the CISS flag was lowered.

This marked the end of another successful World Games.

And in the evening at the banquet in the handball court of the Baltiska Hallen, they were all together again, participants and officials of all participating nations.

It was an occasion for one more handshake, for one more glance of longing, for hurriedly noting down the address of a new-found friend . . .

It was an occasion to say farewell!

But no one spoke that word. For they were all thinking of meeting again.

So there was only one way of taking leave of each other . . . to say: "Till we meet again!"

It is certain that everyone had his own story to take from Malmo, a story of goals and points, of seconds, meters, points, of meetings and friendships. And, at the hour of departure, all these stories melted into one:

Until we meet again—at the next Games!

With such a rich background of memories of Malmo, we in the United States

will be looking forward to 1977 when Roumania and the city of Bucharest host the XIII World Summer Games for the Deaf. We shall not rest upon our laurels!

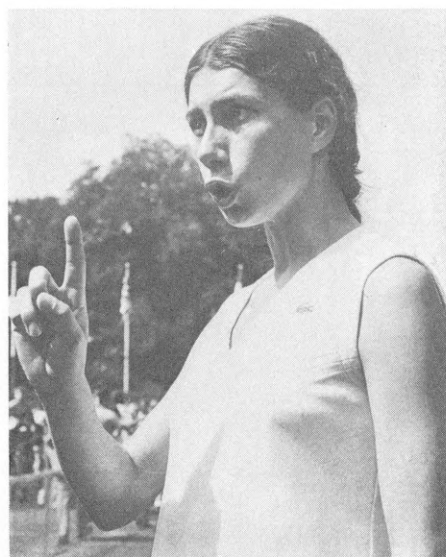
And don't forget the VIII World Winter Games for the Deaf at Lake Placid, N.Y., February 11-16, 1975.

The 1975 Winter Games will attract approximately 300 deaf athletes from all over including the Scandinavian countries, the European Alpine nations, Canada, Japan and the United States.

A variety of competitive sports will be held, such as the downhill, the slalom, the giant slalom, cross-country, ski jumping, speed skating and hockey. Figure skating will be held as an exhibition sport.

The Winter Games have been held every four years since 1949. The United States deaf ski team entered the Winter Games in 1967 for the first time. Adelboden, Switzerland, was the site of the most recent Winter Games held in January 1971.

Simon J. Carmel of Rockville, Md., is the general chairman of the United States Organizing Committee for the VIII Winter Games which will be sponsored by the



WOMEN'S TITLE HOLDER—Miss Storme of France raises her finger to indicate that she's No. 1 in women's tennis singles. France has been competing in tennis at the World Games for the Deaf since 1924, and Miss Storme became the first French competitor to win a gold medal in tennis.

American Athletic Association of the Deaf.

YLC -- Fifth Year

(Continued from page 12)

enable him to become a complete person in all senses of the word.

There are many ways to communicate but there is no better way than by inspirational example. By striving to emulate examples of older people, the young are being taught how to live. Certainly, no group of children needs encouragement more than our deaf youngsters. Their efforts are so monumental and the end results often so small that they are easily discouraged. They need the confidence that only inspirational support can provide. Deaf children respond to discipline only when they know it is being done fairly and in their best interests.

Psychologists maintain that the basic drive of man, the force that turns him on in the mainstream of human society, is approbation or approval. Deaf children need this feeling of being accepted and respected if they are to develop a healthy self-concept or self-image. A deaf child who has earned approval is a child with self-respect and a child who respects others.

The fifth session of the YLC is now history. People are supposed to learn from history. If these past five sessions have taught us anything, it is that we must continue to do our utmost to help develop the potential of the deaf when they are young and eager and receptive. Schools and homes do their part, but activities such as the YLC provide that all-important third support without which no structure can stand on an even plane. To all the dedicated people involved in working with these wonderful youngsters, and to the youngsters themselves, may I repeat Mr. Domich's hope: "More Power to You!"

Casey Named Director Gallaudet Computer Center

Kevin Boyd Casey of Rockville, Md., has been selected director of the Computer Center at Gallaudet College. He has been assistant director of the computer center at Catholic University since 1970 and in addition taught graduate level courses in data structures and programming languages in the electrical engineering department.

Prior to his work at Catholic University, he spent three years in Germany both as senior member of the technical staff and as manager of systems programming with Bunker-Ramo Corporation. Assigned to the Bunker-Ramo Corporation's project for the Ministry of Defense, Federal Republic of Germany, Casey managed systems programming and directed the analysis and design of the software requirements for the Command Information System for use at the ministerial level.

Currently enrolled in the Ph.D. program in computer sciences at the University of Maryland, Casey serves as a consultant to Bolt, Beranek and Newman in the area of underwater digital signal processors, to the Board of Governors of the Federal Reserve Bank of Boston, and to the Chesapeake Instrument Co.

He was graduated from Catholic University with a B.S.E. and M.S.E. and is a member of the Institute of Electrical and Electronics Engineers and of the IEEE Computer Society.

ENGLAND — EIRE — SCOTLAND — WALES \$799 (All expenses)

Plane, 3 meals, hotel, twin beds with bath, tips, insurance, parties, interpreter, guides, bus, tote bags, picture, wallet, tags, etc.

JULY 1-15, 1974

Vagabond Tours of the Deaf
99 E. Allison Ave., Nanuet, N.Y. 10954



At the convention of the South Carolina Association of the Deaf last summer, NAD President Don G. Pettingill crowned Miss Mary Craig as "Miss Deaf South Carolina" to reign 1973-1975.



South Carolina's Miss Jr. NAD, Cindy Strickland.

Dancingly Yours... By FANNY YEH

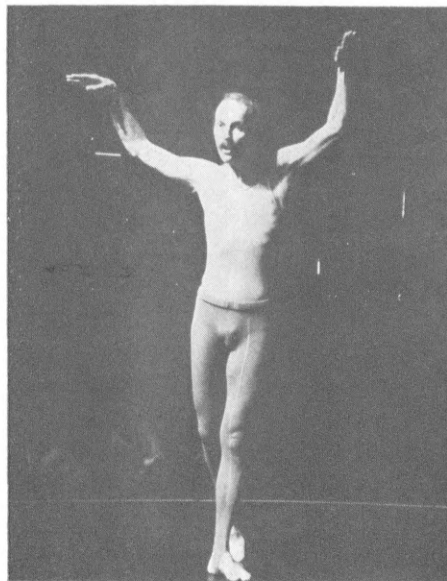
Seven years ago the National Theatre of the Deaf, as part of O'Neill Theater Center, was funded by the Department of Health, Education, and Welfare to expose to the world the abilities of deaf people in various artistic disciplines. Several programs have demonstrated the capacity of the deaf to become eloquent and contributive artists in fields that traditionally had been closed to participation by the deaf.

The National Theatre of the Deaf, a fully professional theater with the highest artistic standards, was formed. The theater was created to develop a new form based upon visual language. Its success throughout the world is now a matter of historical record. In tandem with the NTD's theatrical achievement has been a fresh new understanding by the hearing world of the nature and potential of the deaf community. In city after city, wherever the NTD has performed, the image of the deaf has been enhanced.

Never before in America had there been a professional theater of deaf actors. Likewise the worlds of music and dance had been closed to deaf performers. Now do not let music scare you because you cannot hear it. Music does not necessarily mean perfect and melodious sounds emanating from instruments played by hearing people. There is another concept of music.

We all live with music every day of our lives. Each individual has his own music, in his own inner world—his body. The rhythm of his heartbeating, his walking, eating, reading, skipping, jumping, leaping and clapping is his inner music.

In the deaf world we are blessed with a heightened perception of the rhythms within our silent bodies. Our language of signs is also music and dance. Dance is composed of the movements and varia-



An original dance composition by Sam Edwards, a Gallaudet College graduate.

tions of the movements we habitually execute during our daily lives.

With these truths in mind, David Hays, director of NTD, during the summer of 1973 established at the O'Neill Theater Center in Waterford, Connecticut, an experimental dance program utilizing deaf dancers.

Sam Edwards, a Gallaudet graduate; Jackie Seaburg and Linda Henenchak, Gallaudet seniors; Jimmy Turner, a Mystic Oral School graduate, and I were invited to participate in the new program. We studied daily from June 9 through July 8 with Joan Finklestein exploring what unique possibilities the deaf are capable of bringing to the dance.

Our day began with calisthenics at 7:45 each morning. Classes ran from 9

An improvisational dance was presented by students of the experimental dance program at the National Theatre of the Deaf Professional School for Deaf Theatre Personnel at O'Neill Theater Center in Waterford, Connecticut, on the final day, July 8, 1973, during a two-hour performance.

a.m. until 6 p.m., with practice and assignment sessions from 9 p.m. until 11 p.m., Sundays through Fridays. Saturdays were our only days off. We had classes in technique (ballet), improvisation and composition in the morning. During the afternoon we studied Erick Hawkins' modern dance technique, Haitian dance and improvisation.

We explored a multitude of movement possibilities using a variety of tempos. We developed group breathing rhythms, formed time atmospheres and created substance in abstract forms. The more we explored and experienced the various movements, the more we became aware of time, space, motion and shape.

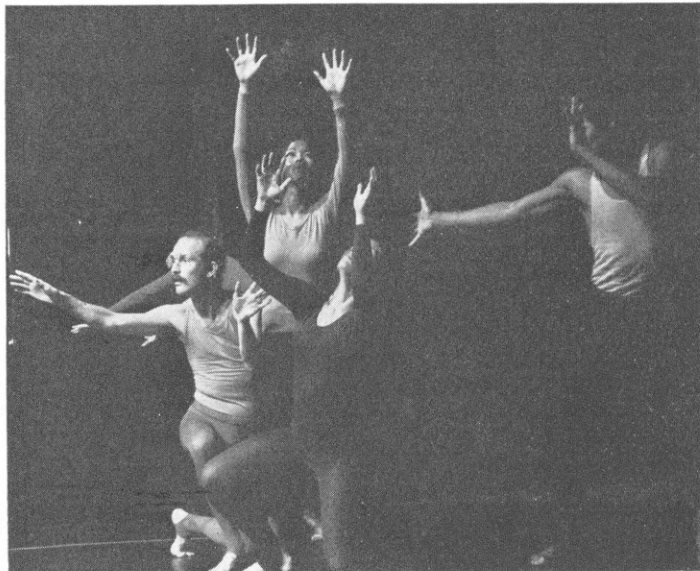
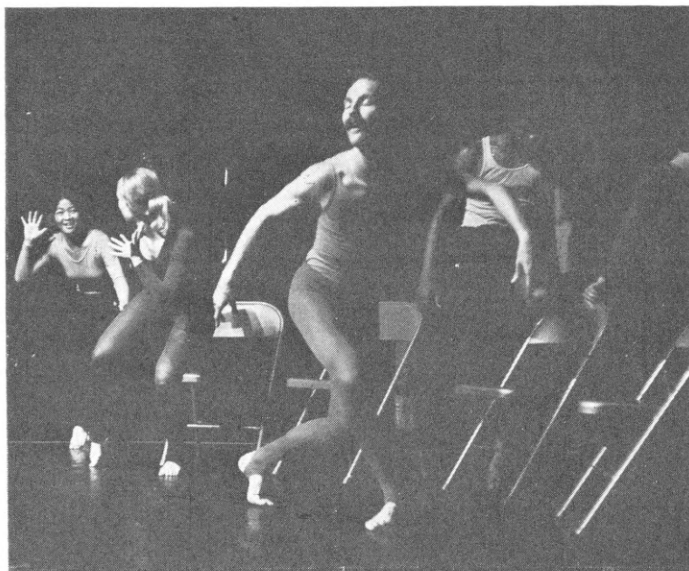
Our instructor had previously choreographed a dance for her own company and we decided to see what we could do with the piece. It was called "Cranes" and we developed our own rhythm for the work and created our own sounds by clapping and stamping on the floor.

At the program's close we gave a two-hour performance. The first half of the program consisted of our improvisations and compositions. During the second half we performed "Cranes." It was an exciting and successful afternoon. It was exciting because of the joy of dancing that we felt and communicated to the audience. It was successful because the inner music of our bodies became **visible** to the audience without reliance on drum beats or conventional recorded music. The audience **saw** the music that we **felt**.

Our first experiment was a success. But the work has only begun. It will



Left: "Light and Heavy" theme, an original composition by Jackie Seaburg, a Gallaudet College senior. Right: "Breathing and Sound Rhythm" theme, an original composition by Fanny Yeh, a Gallaudet College graduate, and Jimmy Turner (in the background), an oral school graduate.



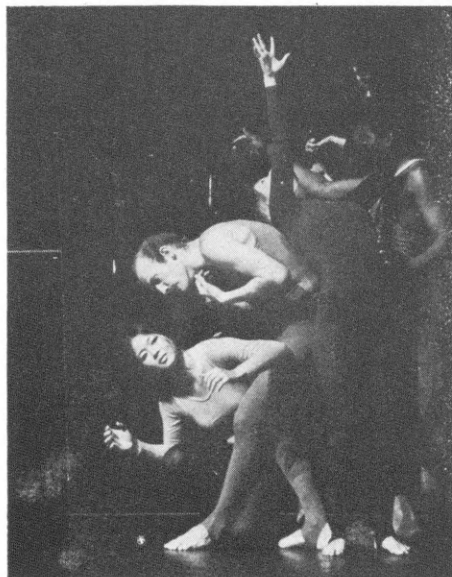
Left: Group timing atmosphere improvisation. Right: "The Party" freeze (action) improvisation.

require a great amount of time and energy to develop a truly unique deaf dance style. Dance is a stern discipline and to master the skills necessary for professionalism one needs endurance, patience and the will to succeed despite all the time and hard work necessary.

The O'Neill Center is interested and concerned about the future of the dance program. We hope to locate gifted deaf dancers from all parts of America and eventually form a professional dance theater of the deaf.

If you know of any deaf persons who are interested in becoming professional dancers or dance teachers of the deaf please contact me by letter: Fanny Yeh, O'Neill Theater Center, 305 Great Neck Road, Waterford, Connecticut 06385.

Hopefully, you will know many such deaf persons. With your help I feel sure we can successfully pursue our goal of a professional dance theater of the deaf.



Group breathing improvisation.

Floccinavcinihilipilification And Other Little Problems Of Deaf Public Speakers

By JACK R. GANNON

I would like to address myself to the subject of deaf adults and public speaking. Since public speaking is a most difficult art to master, I would like to share with you some of the things I have learned during the past six weeks in this class and over the past few years I have blundered before audiences.

A deaf speaker, who presents (or attempts to present) his speech in the combined system using speech, signs and fingerspelling, needs to keep in mind five important things—voice, pronunciation, fingerspelling, signs and the microphone. Let's start with:

I. Your Voice

Proper breathing is essential in developing a strong voice. You must breathe in and fill out your stomach and then let the air out slowly as you speak. It is important that you do it this way and not the other way around or you'll end up swallowing your words—or perhaps even choke on them. Public speaking like any other occupation is not without hazards.

Holding your breath for extended periods of time is beneficial in developing a strong voice. I was practicing that the other day when my wife came by and said, "What's wrong? I don't smell anything!" Jogging also helps. Just visualize your neighbor inquiring: "Oh, jogging to lose weight, eh?" and you can respond cheerfully: "No, I'm jogging to become a better public speaker!"

II. Your Pronunciation

Watch your pronunciation. I'm not sure how you pronounce that word either, but nevertheless this is important or your hearing audience will not understand you. For example, if you speak too fast your words will run into each other and bounce off the walls like an echo. Pronunciation

is a double challenge when you are trying to sign and fingerspell and speak simultaneously. You have to remind your tongue to do one thing and your hands to do another.

The word antique—spoken ANT-EEK and spelled A-N-T-I-Q-U-E—is a good example. You should never spell it like you pronounce it or pronounce it like you spell it. Another challenging example would be to try to fingerspell and pronounce simultaneously the word FLOCCINAVCIN-IHILIPILIFICATION (Did I spell it correctly?) which you know is the longest word in the **Oxford Dictionary** meaning "the action or habit of estimating as worthless."

III. Fingerspelling

Now that we have covered the dangers of pronunciation, let us move into fingerspelling. Again, it is important that you fingerspell clearly or your deaf audience won't understand you. My experience over the years through observation and personal trial and error has convinced me that it is very helpful to be able to spell in the first place. I suspect that one reason we have so many speakers with sloppy fingerspelling is because they could never spell in the beginning. So, if you have that problem too, do what I do—learn more signs!

IV. Your Signs

Speaking of signs, it is helpful to remember that a deaf audience is totally dependent on their eyes. A well-lighted platform with a dark background is as important to the deaf person in the audience as a "belly-full" of wind is to the hearing fellow in the back row. What you wear is also important. If your dress or jacket is covered with large pink lilies,

for example, you run the risk of your signs getting lost among the flowers. Finally, we get to the wonders of today's electronic age, the microphone.

V. The Microphone

The microphone is a funny little thing. It's made of metal, has a long black cord and is covered with a screen. I'm not sure whether the screen is to screen a person's words or to keep flies out so they won't create a buzz in the ears of the hearing audience. At any rate the microphone—they're called "mikes" for short—was, I understand, invented to help hearing people hear better and deaf people talk worse. Like the telephone, which they say was invented FOR deaf people in pre-TTY days, microphones have become a stumbling block for deaf speakers. They are stumbling blocks because you either trip over them on your way to the rostrum or they trip over you once you get there. Basically there are two types—the kind that stand alone and the type that you hang around your neck.

The dangers of the type which you hook around your neck are obvious. If you don't watch your signs you're liable to strangle yourself. Also, I am told that this type makes funny sounds on a speaker who signs because the hands brush against it. Dr. Margaret Mead reaffirmed this when she told a Gallaudet audience that for some strange reason it made funny sounds every time she leaned forward.

The problems with the standing mikes are these: You have to be the right distance from them for your voice to carry over well—a distance which you never know is right. But it is always so close that you can't see your paper on the podium. And you can't hold your paper and sign at the same time unless you happen to be an excellent juggler. My teacher has suggested that it's perhaps best if deaf speakers speak without a paper which means a good memory would be helpful, too. But George Jessel, the famous toastmaster, doesn't recommend this because there is "too much wear and tear on the nervous system." As if we wouldn't already know! The other problem with the standing mike is that you have to sign over or around it, and try to avoid hitting it.

To sum it up, to be an effective deaf public speaker you need: 1) a good strong voice; 2) correct pronunciation; 3) clear fingerspelling; 4) clear signs and 5) a friendly working relationship with microphones.

Once you've mastered all these, then you will want to think about what you're going to talk about. That's the reason you're on the platform in the first place.

This paper was written as part of an assignment for a class in Public Speaking for Deaf Adults sponsored by the Gallaudet College Center for Continuing Education. Mr. Gannon is Director of Alumni and Public Relations at Gallaudet and Executive Secretary of the Gallaudet College Alumni Association.

24th Annual Deaf Prep All-American Basketball Team

First Team

Name and School	Age	Ht.	Wt.	Class	Ave. Pts. Per Game	Coach
Steve Blehm, North Dakota	19	6-0	165	Sr.	43.8	Brenner
Lou Volpintesta, Wisconsin	17	6-0	170	Sr.	20.9	Rubiano
Frank Tobeck, Florida	19	6-3	170	Sr.	21.9	White
Larry Coleman, Texas	18	6-0	150	Sr.	34.8	Black
David Ruberry, Kansas	18	6-4	165	Sr.	19.2	Beaver
James Colston, Pennsylvania	19	6-5	185	Sr.	18.0	Antoni
David Howell, Arkansas	19	6-3	175	Sr.	28.0	Nutt
James Frost, Mississippi	19	6-0	170	Sr.	23.2	Kearns
Gary Washington, Colorado	18	6-3	190	Sr.	23.0	Sisneros
Bob Reiser, New Jersey	18	6-4	205	Sr.	15.9	Fedorchak
Terry Berrigan, St. Mary's	18	6-5	170	Jr.	12.3	Podsiadlo

Second Team

Terry Thomas, Alabama	17	5-10	160	Jr.	20.1	Deuel
Edward Klimaszewski, Rhode I.	18	6-1	195	Jr.	14.7	Cooney
Billy Elliott, Virginia	19	6-2	170	Sr.	21.8	Kraus
Mark Dean, Indiana	18	6-0	165	Sr.	17.0	Barnett
Joel Jordan, Colorado	17	6-0	145	Jr.	26.4	Sisneros
Anthony Owen, MSSD, Wash., D.C.	18	6-1	150	Sr.	19.2	Bergan
Wilton McMullan, North Carolina	18	6-0	160	Jr.	14.6	Dillingham
Kevin Ritchie, American	18	6-5	195	Sr.	20.0	MacKinnon
Pedro Jennings, Maryland	17	6-4	165	Jr.	24.1	Barr
Ken Landrus, Washington	19	5-8	150	Sr.	17.3	Devereaux
Gordon Bartens, West Virginia	18	6-0	160	Sr.	26.0	Smrz
Nick LeFors, Louisiana	18	5-9	165	Sr.	29.0	Skiles

SPECIAL MENTION to outstanding seniors: Joseph Caputo, 6-2, 180, Mystic, av. 21.1 pts. per game; Tom Armato, Wisconsin; John Gauthier, Horace Mann; Jerry Beaver, 6-0, Michigan, av. 20.4 pts. per game; Butch Lee Joseph, Ohio; Mike Crago, South Dakota; Stanley Harris, Oklahoma; Aaron Black, 6-0, Texas; Russell Hollins, 6-2, 200, Idaho; Donald Perry, North Carolina.

SPECIAL MENTION to outstanding juniors: Jimmy Morris, 6-2, Horace Mann, av. 24.0 pts. per game; Joseph Mazzu, Clarke; Mark Meyers, 6-5, 210, St. Mary's; Jim Rossi, Mill Neck, av. 20.5 pts. per game; Dan Fitzpatrick, 6-2, 225, Illinois; Mike Cashman, 6-0, Minnesota; Jack Milton, South Carolina; Mike Holmes, 6-4, 200, Mississippi; Mike Werner, Georgia, av. 21.0 pts. per game; Mike Grammer, Idaho; John Foronda, Riverside, av. 26.0 pts. per game; Ed Redick, Kansas.

SPECIAL MENTION to outstanding sophomores: Michael Hurst, Pennsylvania; Danny Meehan, Boston; Jon Duquin, 6-0, St. Mary's, av. 21.6 pts. per game; Don Davis, 6-8, 185, St. Mary's; John Confreda, Rhode Island; Ernie Godis, 6-3, 195, New Jersey, av. 23.8 pts. per game; Donald Stewart, 6-0, Tennessee; Paul Weatherspoon, Mississippi; Aaron Carroll, 6-2, Alabama; Greg Pefroski, 6-2, Georgia; Darrell Shaw, 6-0, Texas; Andy Helm, 6-6, Washington.

SPECIAL MENTION to outstanding freshmen: Mike Paulone, Pennsylvania; Jerome Kerchner, 6-8, 190, Pennsylvania; James Hinchcliffe, 6-5, 195, Lexington; Jock Ferreira, Rhode Island; Navarro Davidson, Wisconsin; Mike Johnson, 6-4, 230, Arkansas.

HONORABLE MENTION to departing seniors: Paul Gaynor, Mystic; James Challis, Vermont; Joe Sprowl, MSSD; James Turner, Mystic; Mark Allen, 6-5, 205, Iowa; Mark Windham, Alabama; Horace Edwards, Alabama; Clyde Marshall, Kentucky; Danny Varney, Kentucky; Jeff Howard, Oregon.

PLAYER OF THE YEAR: Steve Blehm of North Dakota School for the Deaf.

COACH OF THE YEAR: Alexander Rubiano of Wisconsin School for the Deaf.

TEAM OF THE YEAR: Colorado School for the Deaf (Won 19, lost 4).

Other schools having winning or 50-50 seasons: Rhode Island (21-5), Wisconsin (16-5), North Dakota (16-8), Texas (16-9), Clarke (15-2), Horace Mann (15-4), Boston (15-6), Model (15-8), Mt. Airy (15-9), Idaho (14-11), Florida (14-7), North Carolina (13-11), Alabama (12-7), St. Mary's (12-7), Georgia (12-11), Kansas (11-10), Mystic (10-7), South Dakota (11-11), Ohio (10-9). Mississippi played 35 games, winning 14 and losing 21.



TEAM OF THE YEAR—Colorado School for the Deaf that posted a fine 19-4 record during the 1972-73 campaign. The squad, left to right: **BOTTOM ROW**—Willie Moers, Randy Ausmus, Steve Shultz, David Von Feldt. **MIDDLE ROW**—Joel Jordan, Floyd Carpenter, Rex Engstrom, Pasqual Gonzales. **TOP ROW**—Terry Hanes, Bill Lawrence, Gary Washington, Kirk Von Loh, Bill Milton (assistant coach) and Joe Sisneros (head coach).

Dr. Gates Appointed Member Of MSSD Advisory Committee

Dr. Robert R. Gates, superintendent of the Pennsylvania State Oral School for the Deaf at Scranton, has been named to the Advisory Committee of the Model Secondary School for the Deaf. He holds a bachelor of science degree in secondary education and a master of science degree in special education from Oregon College of Education. The doctor of philosophy degree in special education and rehabilitation with major emphasis on deafness was granted to him by the University of Pittsburgh.

Dr. Gates replaces Dr. George Pratt, president of the Clarke School for the Deaf in Northampton, Mass., whose term has expired. Other members of the Advisory Committee are: Lawrence Newman (chairman), supervisor of the Santa Ana Program for the Deaf in California; Dr. David M. Denton, superintendent of the Maryland School for the Deaf; Dr. James Gallagher, director of the Frank Porter Graham Child Development Center in Chapel Hill, N. C.; Dr. Ralph Hoag, superintendent of the Rochester School for the Deaf; Msgr. John P. Hourihan, executive director of the Mount Carmel Guild in Newark, N.J.; Dr. W. C. Meierhenry, professor and chairman of the Teachers College at the University of Nebraska, Lincoln; Dr. Luther Robinson, superintendent of Clinical and Community Services at St. Elizabeths Hospital in the District of Columbia; and Dr. Rodney Tillman, dean of the School of Education

at the George Washington University in the District of Columbia.

All appointments are made by the Secretary of the Department of Health, Education, and Welfare, upon recommendation of the Gallaudet College Board of Directors.



KARATE EXPERT—A Seattle Community College student, Randy Renchard, has recently become one of the first deaf persons in the Northwest to achieve a Black Belt in karate. Renchard, a major in both Horology and Recreational Technology, has attended classes for three years under master karate instructor Don Williams. In addition to achievement in karate, Renchard has become a proficient scuba diver and skier during the same period. According to Stan Traxler, director of the Program for the Deaf, "Randy's achievements are significant in that he has a natural ability to teach and instruct others. For this reason, he should be able to provide some new areas of opportunity to deaf persons when he completes his recreational technology training program."

National Association of the Deaf New Members

Gwyneth Andrews	North Carolina
Mrs. Beatrice H. Baggett	North Carolina
Carol Lynn Carpenter	Florida
Sister Dolores Coleman	Mississippi
Diana P. Darr	Massachusetts
Mr. and Mrs. Michael Dorrell	Virginia
Anne Doucette	Massachusetts
Mr. and Mrs. Gary W. Farmer	North Carolina
D. Ann Fleming	North Carolina
Mrs. Melba Gleen	North Carolina
Mr. and Mrs. Richard Hansen	New York
Sara Hedelund	North Carolina
Janet Kean	New Jersey
David J. Kugley	North Carolina
Jane C. Matuszak	North Carolina
Mrs. Janet McManes	Pennsylvania
Mr. and Mrs. John R. Olson, Sr.	Indiana
Mr. and Mrs. Guy E. Orndorff	Kentucky
Mrs. Mae Probst	New York
H. G. Royall, Jr.	North Carolina
Donald Swander	New York
Mary A. Taylor	Massachusetts
Julie Tooley	North Carolina
Gail E. Turney	New York
Susan C. Witmer	California

POSITION OPEN

A Caseworker/Interpreter is being sought for the Community Service Agency for the Deaf, a Division of the Indianapolis Speech and Hearing Center, 615 North Alabama Street, Room 107, Indianapolis, Ind. 46204, 317-631-5477. The objective of this agency is to reduce the cultural, social, vocational and intellectual handicapping influences of deafness by giving a complete service in areas of communication, vocational and educational skills. The agency is funded by United Way.

Job Description

The Caseworker/Interpreter is responsible for direct services to the client. He shall be responsible for casework procedures deemed to be within the scope of CSAD operations. He is to be responsible to the Director of the CSAD.

Qualifications Desired

A bachelor's degree in the behavior science area. Demonstrated skill in communicating with the low-verbal deaf.

The position will be open January 1, 1974. If interested, send resume and salary requirements to the above address.

NATIONAL ASSOCIATION of the DEAF

Don G. Pettingill, President

George Propp, Secretary-Treasurer

Frederick C. Schreiber, Executive Secy.

N.A.D.

President's Message

By Don G. Pettingill

9314 Wellington
Seabrook, Maryland 20801



This column is being written on my way to Indianapolis to the Regional Conference (Region II) I wrote about last month. I'll just hand it to Jess there, getting him off my neck a bit early this month via "air mail special delivery."

This regional conference has me all a twitter and eager with anticipation! I have great hopes it will be THE stepping stone toward helping bring the NAD back to the people where it belongs . . . and fully involving state leaders in national affairs as should be!

As I think of the many nationwide possibilities such a conference offers . . . the many prospects of community-level leadership training workshops plus the sharing which will occur during the next two days, I keep recalling the many instances of "involvement" leadership which I have experienced the last few years. I want to share the most important ones with you in hopes many of you will be inspired enough to use such methods in your own local areas, or to improvise and improve on them. (In the latter case, please share your knowledge with us!)

We all know that however hard the NAD tries, it is not always representative of the emotions, feelings and desires of the majority of deaf people in America. We have had surveys time and again, and yet when the results of these surveys are made public, we receive cries of protest that they DO NOT represent the opinions of the average deaf man in the street, the clubs or the associations!

And small wonder! Having come from a small state association (Idaho) myself and having lived with and enjoyed the "average" deaf person all my life, I have seen how unfair some surveys can be. All too often the majority of the deaf population cannot afford to attend their own state conventions or even the local club doings. Or if they do, they are ill-equipped to voice their own personal feelings, sometimes being overwhelmed by the opinions of well-meaning but strong deaf leaders, and thus submitting to "the leader's" theories or arguments without complaint (until later).

All too often I have seen "opinions" on the national level presuming to represent the majority of deaf people. Actually they are the opinions and experiences of the leaders and of those who have money to travel to state and national conventions. And finally only of those who have the know-how and the gumption to take a stand. Many deaf people "back home" either ignore or voice bitter complaints that the NAD and other national organizations DO NOT represent their true feelings.

Many letters have been coming in of late supporting the tax exemption which has been offered to or proposed for the deaf time and again. All these letters are FOR the tax exemption. And yet I, as President of the NAD, cannot take a formal stand on the issue. I can only follow the official opinions sent in by state associations who supposedly represent their members and who are cooperating members of the NAD or I can remain silent (officially). I often wonder what right the NAD has to make decisions, and to take formal stands such as this when it represents only a fraction of the deaf people of America.

I know that the NAD is doing the best it can . . . making surveys . . . giving final opinions . . . and yet the deaf people of this country are right when they say the NAD does not always represent them.

What to do about all this?

For a long time, I have been working on and pushing plans to assist the states themselves to get organized. In my first column as President, I explained a simple but far-reaching plan for regional committees which would involve NAD Board Members at the state level. Those NAD Board Members and the state leaders should go down to the local club level, and even have the club members solicit opinions from others who are not members of anything! Then, each state president could send in a more evenly balanced opinion of deaf people of that state.

This sounds like a lot of work but it is really very simple. Let me tell you what Texas did . . . how the legislature was bombed with letters from every corner of that huge state . . . until the lawmakers began calling to let us know they were fully aware of the "Deaf Package" (of laws being introduced that year) and would gladly support them.

When the Commission for the Deaf bill was introduced in the legislature, the Dallas Silent Club moved into high gear. "Letter-writing parties" were held, and members were urged to bring their friends, and their friends' friends . . . whether they were members or not.

One night was set aside as a "letter-writing party" night. Admission was free; coffee, doughnuts and cookies were served, thanks to volunteers. The club took a modest sum from its treasury and bought plenty of paper, envelopes and stamps.

Several leaders acted as assistants and went around from table to table answering questions, giving suggestions, etc., to the letter writers. Names and addresses of the legislators of the Dallas area were passed out on mimeographed sheets. At the beginning of the party a short talk was presented on the importance of those bills, of deaf people making themselves known, visible, heard . . . what it would mean for the deaf people of Texas, and how much weight each of their letters would carry, individually and collectively.

Aside from a couple of cases of writer's cramp, everyone had a good feeling of accomplishment and of being involved and needed. Say there were 50 people at a party on any given night and each person wrote 10 short letters . . . a total of 500 letters would reach Austin (the capital) the next couple or three days. But we did not stop with Dallas. Fort Worth did the same thing at their club. Several churches for the deaf immediately saw the worth of such an undertaking and co-operated fully. Houston, Austin, Amarillo, etc., were contacted and enlisted in the project. It was amazing how, when our deaf citizens saw how simple yet effective such an undertaking was, they jumped in wholeheartedly. Every town where a local club or church existed, the local president or leader was asked to do the same thing, with the procedures to be used fully explained to him. And NO mimeographed letters or petitions allowed, thank you!

The results were tremendous! Eleven of 19 bills, including the commission bill, passed the legislature . . . all unanimously!

Why can't each of our state association presidents get in touch with each local club or other organization in his state and have something like this done when an important bill such as the tax exemption bill comes up. The possibilities are endless . . . bridge clubs . . . sewing clubs . . . bowling clubs . . . church groups, etc., can set aside one evening for a massive letter-writing campaign. This way we will be sure to get the honest opinion of the average deaf person. This way the NAD would be truly representative of the desires and needs of our deaf population. And most important of all the state legislatures and the Congress of the United States would fast become aware of that "minority" group called deaf people!

I repeat, it is very simple. All it takes is a little time, desire and effort. I am passing this on to you, hoping you will give it a TRY!

Another thing is VOTER REGISTRATION. We all know

that many deaf people do not bother to register, much less to vote, simply because too often they do not understand the complicated procedures of registration or the importance thereof. No matter how much noise a minority group such as the deaf make, if they do not vote, the politicians don't worry about them. Why should they?

This is another thing the leaders of the local clubs can do . . . conduct voter registration drives. In Seattle, Washington, Polly (my wife) and I went to the downtown voter registration office and explained the dilemma of deaf people to them.

We asked if it were possible for us to become official voter registrars and it turned out it was indeed possible; in fact they appreciated our interest! The registrar was impressed and went out of his way to instruct us in the various procedures and forms, and swear us in. We took all the forms, etc., and when people came to meetings, etc., at the local club rooms, we were in business. And eventually so were the deaf. Try it. It works.

Become familiar with the bills being introduced in your state. Become familiar with your legislators and find one or two who are sympathetic, for one reason or another, with the cause of deafdom. They will not only help you write your bills but will introduce them for you. Invite them to speak to your clubs and associations. Be sure the talks are adequately advertised far enough in advance to assure a good attendance.

If the senator or representative is to give a talk to a group of "deaf" people, he is bound to do some research on deafness. He may never have met a deaf person before, or even know deaf people existed, but inviting him to your organization will open his eyes to your existence and force him to study up a bit on deafness and learn enough to give an intelligent speech. Having met you and learned something about you, he cannot help but feel a sort of kinship with you. And the next time a bill comes up in any way connected with "deaf" people, you can be reasonably sure he will be more receptive to your arguments and wishes and vote in your favor. (And don't forget parents of deaf children who probably know more legislators and other influential people in your state than you can ever hope to meet!) With the help of such parents and legislators you can introduce and push bills through, and win friends and advantages which heretofore have lain dormant . . .

TRY IT!!! It is easy! Get involved in politics. But don't stop there. Get others involved. Get politicians, professionals, parents, interpreters, friends, involved. Often all you need to do is ask. People need to be needed and appreciate being able to help at the right time and place. If they don't know your problems or desires, they can't get involved. Invite them . . . need them . . . use them!

MERRY CHRISTMAS TO ALL OF YOU. And let the key word for the next year be INVOLVEMENT!

Seattle Convention Promises To Be Best Ever As NAD Moves To Northwest

Seattle, the site of the National Association of the Deaf's 1974 convention, June 30-July 6, is booming. And the NAD Convention Committee headed by Ray Carter and boasting a distinguished advisory group from the Washington State Association of the Deaf, is booming with it. The Washingtonians are determined to make this summer's convention something that will be talked about for years to come.

Not only are they prepared to exploit the fabulous attractions of the Northwest but the plans are developing with the idea that there will be "something for everybody" and the attractions are many and varied. These range from Seattle's famed Space Needle to Mount Rainier and the Pacific Ocean to the Exposition in Spokane, with Canada and Alaska thrown in for good measure.

According to the Convention Committee, there will be a wide variety of sightseeing programs which will be offered as extra attractions every day except Wednesday. On Wednesday, as part of the combination ticket, there will be an all-day outing to Vancouver, British Columbia. This trip will be by ship and will offer a pleasant relaxing program for all conventioners. Other projects will include a Salmon Derby, tours of the waters and harbors of Seattle, Mt. Rainier, the Space Needle, etc.

For the serious-minded there will be a joint session with the Registry of Interpreters for the Deaf, workshops on rehabilitation, professional services, parents and programs as well as the regular business sessions of the NAD itself.

The business sessions promise to offer a great challenge as the state Representatives will be given a chance to assess the growth of the NAD and decide—"Where Do We Go from Here?" This is critical in view of present priorities in the Federal government which have cancelled or curtailed almost all of the programs serving the deaf. In addition, the decentralization of Federal funding will, if it has not already, seriously affect programs like Seattle Community College, Delgado and St. Paul's TVI. It is hoped that some people will be on hand from these and other institutions such as Gallaudet, NTID and CSUN (California State University at Northridge) to indicate how their programs are progressing and how the NAD and its Cooperating Members can assist in insuring quality educational programs are maintained.

On the fun side—the convention committee has designated one member, Clyde Ketchum, to attend to the needs and comfort of the state Representatives, who do all the work with

little time for play. Also, this convention will offer the first full-scale demonstration of the Cultural Program's "Miss Deaf America" pageant. Ask anyone who was in Miami—the Cultural Committee really did a slam-bang job on the pageant—despite the fact there were only a few entries. This summer should be even better. Another feature will be the return of the NAD Rally with Ralph White running the show. People who have seen White as a performer for the National Theatre of the Deaf will know that this means fun for everybody.

And so it goes. The program runs like this (tentatively): Sunday night—reception hosted by the WSAD; Monday—open; Tuesday night—NAD Rally; Wednesday—all-day outing to British Columbia; Thursday—Miss Deaf America Pageant; Friday—banquet; Saturday—ball; Sunday—jump-off point for 1) Alaska, 2) Hawaii or 3) home, as the case may be. There are already plans for post-convention tours to places mentioned. The Missouri Association of the Deaf is attempting a chartered flight to Seattle from Chicago at a cost of \$155. If you go through Chicago you might inquire of American Airlines 707. While the deadline will have passed before this sees light, it won't hurt to ask.

And while it has not been officially decided, the Convention Committee has sworn to make every effort to keep costs under control. Thus far it is hoped that the combo ticket will be \$45 or less. Room rates run from \$17 per day single and \$27 per day double. Reservations can be made now if desired. Since the Olympic operates on standard, superior and deluxe room charges, early reservations are recommended as rates increase by \$2 for each higher category. For those desiring to attend the RID convention—reservations can be made at the Olympic at our convention rates, too, so that one will not have to move. The Olympic is only about 1½ blocks from the Seattle Hilton which is the RID's headquarters. So make your plans now—your reservations also. If you contact the NAD Home Office the staff will make reservations for you. Include the following information: Names and addresses of all people sharing a room; type of room desired, (single, twin, double bed, suites), date and time of arrival; and rate (standard, superior, deluxe). The hotel will confirm directly to you. More next month.

**CHURCH DIRECTORY AND CLUB
DIRECTORY RATES, \$10 PER YEAR.**

THE ORDER OF THE GEORGES

Advancing Members who maintain their membership in the National Association of the Deaf for three consecutive years or longer are listed in the honor group called the Order of the Georges.

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PBS To Provide Special TV Captions

An experimental project to caption TV programs for the deaf—in a way that is invisible to the general viewing audience—is being launched this January by the Public Broadcasting Service (PBS). This technique called "closed captioning" permits dialogue to be seen on TV programs by the addition of a special decoder which reveals written material at the bottom of the TV screen.

Six cities are participating in the initial stages of the experiment: Washington, D.C., New York City, Los Angeles, Austin, Texas, Portland, Ore., and Topeka, Kans. The participating PBS member stations in these cities have been supplied with decoders which will pick up the captions at the same time the programs are being viewed nationally.

Individuals suffering from hearing loss are invited to view these experimental programs and their responses will be evaluated by Gallaudet College, Washington, D.C.

Six other cities have been chosen as additional test sites: Spokane, Jackson, Miss., Hartford, Conn., St. Paul, Denver and Jacksonville, Fla.

More than 60 of the PBS member stations volunteered to participate in the experiment. A panel, representing the sponsoring agencies, selected these 12 cities on the basis of geographic spread, availability of hearing impaired audiences and mix of VHF/UHF broadcast channels.

The nationwide experiment in closed captioning ties in with ongoing projects in "open" captions by a PBS member station in Boston (WGBH-TV). "Open" captions appear on all TV screens, whether wanted or not, whereas "closed" captions can be turned on or off at the viewer's discretion.

Media Services and Captioned Films Branch of the U.S. Department of Health, Education, and Welfare awarded PBS the contract to develop, test and evaluate a closed captioning system.

PBS has subcontracted with the National Bureau of Standards (NBS) for 20 special receivers which will be used in the experiment at the above test sites. The Federal Communications Commission has granted PBS a 12-month Special Temporary Authority to evaluate the NBS technique. PBS will also field test and evaluate the Hazeltine Research, Inc. (HRI) system of transmitting hidden captioning information through the purchase of 20 additional receivers designed and built by HRI.

Mrs. Doris C. Caldwell, formerly of the Southern Regional Media Center at the University of Tennessee, Knoxville, has recently joined PBS as research associate, Programming for the Deaf, and will be primarily responsible for program selection and captioning.



interprenews

Contributed Monthly by the Registry of Interpreters for the Deaf

P.O. Box 1339, Washington, D.C. 20013

Jane Beale, Editor

RID EXECUTIVE BOARD

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Edna P. Adler, Member-at-Large

HAPPY HOLIDAYS TO ALL!

RID Incorporation

After many, many months of work, we are now the Registry of Interpreters for the Deaf, Inc. We were granted status as a non-profit organization on October 15, 1973, and should have tax exemption status sometime in January 1974.

Incorporation necessitated a few changes on the RID Board. The office of secretary-treasurer was divided, with John Shipman assuming the duties of secretary and Lucile Olson retaining the duties of treasurer. And we welcome two new board members-at-large, Edna Adler and Kenneth Huff.

RID Board To Meet

The RID Board will meet in January 1974 in Delavan, Wisc. One item of business will be to set guidelines concerning changes in chapter constitutions so that chapters will be covered under the national RID's incorporation and tax exemption.

Following the board meeting, RID members will receive a letter from president Carl Kirchner to keep them informed concerning decisions of the Board. Revised membership cards and convention information will be included.

Sharing Interpreting Experiences

It has been suggested that *interprenews* feature vignettes of unusual experiences to show the serious and light sides of interpreting. Stories submitted should be brief and, of course, names of interpreters and deaf people cannot be printed.

Here's a starter. Fact or fiction, who knows? But it is amusing.

Suppressing Evidence

In Philadelphia many years ago, a deaf woman sued for divorce from her hearing husband. The evidence was given in private before a master. The only persons present were the master, his stenographer, the witness and if necessary an interpreter. I was there to interpret the testimony of the wife.

The woman was attractive in many ways, but was diffuse in her testimony,

and would tell a great deal that had no bearing on the case. This became very tiresome; so when she began to wander from the subject, I would tell her that she had said enough. The master, evidently suspecting this, asked me: "Are you telling me everything that the witness is saying?"

I replied: "I am telling you all that bears on the case."

"Young man!" he said, "You are sworn to tell me all the witness says; you are not supposed to know whether or not her testimony is relevant; I am the one to decide upon the merits of what she says."

He drank a glass of water and added in an impressive manner:

"I do not accuse you of deliberately suppressing evidence, but I give you warning. If you violate my instructions, I shall ask the court to punish you most severely. Is that clear?"

"Yes, sir, I understand."

"Now for the next question: 'Where did you go the next Sunday evening?'"

Straining for accuracy, I interpreted the witness' reply as follows:

"I visited Sarah Hopkins near Chestnut Hill. She became deaf from meningitis or mumps; I forget which. I had mumps once, and Henry Jackson gave me a pickle to eat. It hurt terribly, and my mother wrapped my neck in red flannel. I think red is the prettiest color, don't

you? Sarah Hopkins had a lovely red jacket. She bought it at John Wanamaker's. Which do you like better, John Wanamaker's or Lit Brothers'? Mother once sent me with a package to be returned to Lit Brothers. I made a mistake and carried it to Wanamaker and Brown's—but they would not take it back. When I came out of the store I met Minnie Hughes on the street. She lives in Scranton and there is a coal mine near her home. Did you ever go down in a coal mine? I did; and it was a lot of fun, but I got awfully scared. After leaving the mine, I saw—"

"Stop her!" shouted the master. "Is that the kind of evidence you have been suppressing?"

"Yes, sir."

"Well, hereafter use your judgment." Then he added, unofficially: "If you don't stop her, I shall ask the court to punish you most severely."—The *Silent Worker*, July 1949

Perhaps the temptation to edit such a deaf person's statements can be avoided by reverse interpreting verbatim from the start. The judge might very well instruct the deaf person to "stick to the point."

* * *

The following questionnaire has been prepared by an RID Convention/Workshop committee to help them in planning the "Critique of Interpreters" workshop.

QUESTIONNAIRE ON INTERPRETING SERVICES FOR THE DEAF

The national Registry of Interpreters for the Deaf will hold its biennial convention in Seattle, June 26-29, 1974. One of the workshops will be a critique of interpreters (how the deaf feel about interpreters). We need your help! Would you please answer the following questions so that we may have information for our workshop panel? Do not sign your name as these questionnaires are to be confidential. If you are not hearing impaired, please don't answer the questions. Thank you for your cooperation.

GENERAL INFORMATION

Male..... Female..... Age: 20-30..... 30-40..... 40-50..... 50-65..... 65+.....

Educational Background:

Residential School..... Day Classes.....

Strictly oral education..... Sign language included.....

College: No..... Yes..... Name of college

Did you use an interpreter? Yes..... No.....

Hearing Loss: Lost hearing at the age of

Deaf..... Severely hard of hearing..... Mildly hard of hearing.....

Have you ever used an interpreter? Yes..... No.....

What were the interpreting situations?

Legal..... Educational..... Medical..... Religious..... Workshops..... Other.....

How do you communicate most of the time?

Signs..... Speech..... Lipreading..... Writing.....

Would you prefer having an interpreter with a limited knowledge of signs rather than no interpreter if you cannot obtain a qualified interpreter? Yes..... No.....

Check how you feel about the following	Like	Indifferent (don't care)	Don't Like
1. Interpreter mouthing words with signs			
2. Interpreting every word (translating)			
3. Interpreting for me whether conversation is directed to me or not.			
4. Interpreter using only old signs			
5. Interpreter using new signs			
6. Interpreter using a lot of facial expression			
7. Interpreter using a lot of fingerspelling			

Check the following things that may have happened in your past experiences with interpreters.	Happens often	Happened Once or Twice	Never Happened
1. The interpreter was pleasant			
2. The interpreter used signs I didn't understand			
3. The interpreter told others about my business			
4. The interpreter tried to tell me what to do (bossy)			
5. The interpreter used exaggerated facial expressions			
6. The interpreter used improper facial expressions			
7. The interpreter mouthed words too much			
8. The interpreter mouthed words too little			
9. The interpreter tried to force his/her beliefs on me			
10. The interpreter was late for the appointment			
11. The interpreter used too much fingerspelling			
12. The interpreter fingerspelled too fast			
13. The interpreter had a bad attitude about interpreting			
14. The interpreter was not qualified for my interpreting needs			
15. The interpreter would not interpret without pay			
16. The interpreter was dressed improperly			
17. The interpreter was rude			
18. The interpreter was not sensitive to my feelings			

(Continued on page 41)

30th Annual National AAAD Basketball Tournament

AT

LOS ANGELES, CALIFORNIA

HOST:

LOS ANGELES CLUB
OF THE DEAF, INC.

3218½ SOUTH MAIN STREET
LOS ANGELES, CALIFORNIA 90007

**APRIL 3-4-5-6,
1974**

HEADQUARTERS:

INTERNATIONAL HOTEL
SEPULVEDA AT CENTURY
LOS ANGELES 45, CALIF.

ORDER COMBINATION TICKET NOW!

Registration	\$ 1.00	Comb. \$26 YOU SAVE \$19
*Reception	4.00	
*Hall of Fame Luncheon	10.00	
*Preliminary Games	5.00	
*Semi-Final Games	6.00	
*Championship Games	7.00	
*Grand Ball	10.00	
Program Book	2.00	
Total	\$45.00	

* \$1.00 Registration is required on all events including Grand Ball.

**Special Rate Combination
\$21.00
(Before March 17, 1974)**

GENERAL CHAIRMAN:

MARVIN GREENSTONE
16008 VOSE STREET
VAN NUYS, CALIF. 91406

RATES PACKAGE DEAL

\$70.00 each person—two persons to a room

\$90.00—SINGLE — includes
4 Breakfasts & 3 Lunches
4 NIGHTS at HEADQUARTERS

HERB SCHREIBER
Hotel Reservations
P.O. Box 9577
North Hollywood, Calif. 91609

19. The interpreter felt he/she was better than I			
20. The interpreter used words & language that I didn't understand			
21. The interpreter changed words & language to below my language level			

Other comments:

Do you have any suggestions on how to improve interpreting services?

THANKS AGAIN.

Please Mail Before February 15, 1974, to: Mrs. Alice Burch
8428 Tillicum Road, S.W.
Seattle, Washington, 98116

Stull Memorial Scholarship Established At Gallaudet College

John W. Stull of Carbondale, Ill., has established, in memory of his wife, the Marjorie Stull Memorial Scholarship Award, to be awarded annually to a second-year graduate student in the teacher preparation program of the Graduate School at Gallaudet College.

Marjorie Stull, born in Chicago, Ill., on February 3, 1914, devoted her adult life to the education and assistance of deaf children and adults. She held earned degrees in education from Southern Illinois Normal University, the University of Illinois Graduate Library School, the Western Pennsylvania School for the Deaf Normal Training Department, the Southern Illinois University Graduate School Department of Special Education and the University of Pittsburgh, Graduate School Department of Audiology, at the time she was stricken with her fatal illness in 1971 had substantially completed course work for her Ph.D. and was scheduled for a sabbatical year of work on her dissertation in the Department of Speech Pathology and Audiology of the Graduate School of Southern Illinois University.

Spellman Named Chairman Of Gallaudet Alumni Committee

John P. Spellman of Cranston, R.I., has been named chairman of the Alumni Committee at Gallaudet College. As part of Gallaudet's new Resources Council, the committee under Spellman's direction will be a working as well as a counseling body to the College's board of directors and president. Responsible for exploring and expanding financial support for the College's goals, Spellman will also cultivate and solicit the general alumni body for strong involvement and support in the future of Gallaudet College.

Deaf since the age of two, Spellman graduated from Gallaudet in 1951 and earned his M.A. at California State University, Northridge. After teaching for several years, he became director of Adult Services at the Rhode Island School for the Deaf, Providence.

Stewart Sparks U.S. Hockey Team To Tournament Win

Terry Stewart scored on a pass from Len Williams with one second left to play to help the United States National Deaf Hockey team defeat Montreal, 6-5, in the National Technical Institute for the Deaf hockey tournament on November 10 at the Rochester Institute of Technology in Rochester, N.Y.

Williams had been taken out of the game in the third period after being shaken up on a play. He returned with 59 seconds left to play. Williams finished with five goals and six assists for the tournament.

The U.S. team jumped to a 3-0 lead in the first period and a 5-1 lead after two periods. Montreal, however, came back to tie it at 5-5 with 7 minutes, 33 seconds left to play.

Len Williams was named the most valuable player of the first all-deaf tournament in the nation. Deane Sigler and Jerry Fimiani, of the U.S. team, were named to the all-tournament team.

St. Francis of Toronto defeated Gallaudet College of Washington, D.C., 6-5, to finish third in the tournament. Western Ontario and Central Ontario were eliminated in the first round.

Church Directory

Assemblies of God

When in Baltimore, welcome to . . .
DEAF ASSEMBLY OF GOD CHURCH
3302 Harford Road, Baltimore, Md. 21218
Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m.
Rev. Robert I. Lentz, pastor. Phone 467-8041.
Jesus said, "I am the way, the truth and the life."—John 14:6

When in Portland, welcome to
FIRST ASSEMBLY OF GOD FOR THE DEAF
1315 S.E. 20th Ave., Portland, Ore. 97214
Sunday 9:45 and 11:00 a.m.
Thursday 7:30
Rev. Norman Stallings, pastor

Baptist

When in the Detroit area . . . visit
A church that LOVES the deaf.
COMMUNITY BAPTIST CHURCH
28237 W. Warren, Garden City, Mich.
Rev. James B. Allen, pastor
Sunday School, 9:55 a.m.; Sunday night,
7:00 p.m.

Separate services for the deaf.
Rev. Lester H. Belt, minister to the deaf

Visit Baton Rouge in "French" Louisiana
While there, attend the Deaf Ministry of
First Baptist Church, 529 Convention Street.
Baton Rouge, Louisiana
Services are 7:15 p.m., Wednesday; 11:00 a.m.
and 7:00 p.m., Sundays in the Deaf Chapel.
Sunday classes are at 9:30 a.m. and 5:45 p.m.
Rev. Hoyett Larry Barnett, Pastor to the Deaf

When in Poughkeepsie, welcome to . . .
VASSAR ROAD BAPTIST CHURCH (SBC)
32 Vassar Road, Poughkeepsie, N.Y.
Interpretation for the deaf at all services
Dr. Charles M. Davis, pastor

The Deaf Department
FIRST BAPTIST CHURCH
1020 Lamar
Houston, Texas
Invites you to worship with us
while in our city.
Services, Wednesday 7 p.m.; Sundays, 9:30 a.m.
& 5:45 p.m. and special activities;
Special services for the deaf in the chapel.
E. Joe Hawn, minister

When traveling north, south, east or west,
eventually you will pass through Little Rock.
Why not stop and worship in the
Deaf Department of
FIRST BAPTIST CHURCH
1208 Louisiana Street, Little Rock, Ark.
Sunday: Sunday school 9:30 a.m.; worship
10:45 a.m.; evening worship 6:00 p.m.
A full program for the deaf.
Rev. Robert E. Parrish, minister to the deaf

THE FIRST BAPTIST CHURCH
217 Dill Ave., Frederick, Maryland
Robert F. Woodward, pastor
David M. Denton, interpreter
9:45 a.m., Sunday school for deaf
11:00 a.m., Morning worship service
interpreted for the deaf
A cordial welcome is extended.

22ND STREET BAPTIST CHURCH
6620 E. 22nd Street, Tucson, Arizona 85710
Phones 298-2850 and 886-6702
Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
Bible study, 9:30 a.m.; worship services, 11:00
a.m. and 7:00 p.m. All services interpreted
for the deaf, including all music.
Anyone traveling to or through Tucson will
find a cordial welcome.

FIRST BAPTIST CHURCH
14200 Golden West St., Westminster,
Calif. 92683
Sunday morning Bible study, 9:30; worship,
11:00. Sunday night Christian life studies,
6:00; worship service, 7:00.
Recreation and social calendar on request.
Pastor, Robert D. Lewis
Church phone 714-894-3349

Worship and serve with us at
FIRST BAPTIST CHURCH
510 West Main Avenue
Knoxville, Tennessee
Sunday: Sunday School 9:30 a.m.; Morning
worship 11:00 a.m.; Training Union 6:00 p.m.
Evening worship 7:00 p.m.
A Full Church Program for the Deaf
Rev. W. E. Davis, minister

**PHILADELPHIA BAPTIST CHURCH
& DEAF CENTER**

823 W. Manchester Ave.,
Los Angeles, Calif. 90044
Sunday Bible study, 9:30 a.m.; worship, 11:00
a.m. Deaf and hearing worshipping together.
Elder Sam Hooper, Melvin Sanders, teachers;
Willia G. Boyd, interpreter; William T.
Ward, pastor.

**When near Louisville, Ky., welcome to
FOURTH AND OAK STREETS BAPTIST
CHURCH FOR THE DEAF (SBC)**

Sunday School, 9:45 a.m.; Worship service,
10:55 a.m.; Sunday night service, 6:00 p.m.;
Wednesday night service prayer meeting,
7:15 p.m.

Rev. Joe L. Buckner, pastor and interpreter
Miss Sue Henson, interpreter

When in Washington, D.C., worship at . . .

THE BAPTIST CHURCH OF THE DEAF
8th & H Streets, N.W., Washington, D.C. 20001
Sunday School, 9:30 a.m. Worship, 10 a.m.
Francis C. Higgins, leader, 937-2507.

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST

1912 N. Winnetka
Dallas, Texas 75208
Sunday—9:45 a.m.

Ralph D. Churchill, 941-4660

ROCKVILLE CHURCH OF CHRIST

1450 W. Montgomery Ave., Rockville, Md. 20850
Sunday Class, 10:00 a.m.; Worship Services,
11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

In Los Angeles area, worship at . . .

MAYWOOD CHURCH OF CHRIST
5950 Heliotrope Circle
Maywood, California 90270

Sunday class 9:30 a.m., Worship service 10:30
a.m., 6 p.m. Wednesday Bible study 7 p.m.
Bob Anderson, Minister (213) 583-5328
Restoring Undenominational Christianity

When in Idaho, visit . . .

TWIN FALLS CHURCH OF CHRIST

2002 Filer Avenue East, Twin Falls, Idaho
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulke
Interpreters: Jim and Sheila Palmer

Episcopal

When in Mobile, Alabama, or on way to
Florida stop and visit

**ST. MARK'S EPISCOPAL CHURCH
FOR THE DEAF**

St. Stephens Road and Craft Highway,
Toulminville
Services each Sunday at 10:30 a.m.
Rev. Silas J. Hirte

When in Denver, welcome to
**ALL SOULS MISSION FOR THE DEAF—
ST. MARK'S EPISCOPAL**
1160 Lincoln St., Denver, Colorado
Tel. 534-8678

Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday
night, 7:30 p.m.
All Souls Guild socials fourth Friday
night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf
in the United States

ST. ANN'S CHURCH FOR THE DEAF
Episcopal

426 West End Ave. near 80th St.
Services 11:30 a.m. every Sunday
The Rev. Jay L. Croft, Vicar
Mail Address: 251 W. 80th St.
New York, N. Y. 10024

Lutheran

**ETERNAL MERCY LUTHERAN CHURCH
FOR THE DEAF**

2323 Monroe Ave., Memphis, Tenn.
Worship service 11 a.m. every Sunday.
The Rev. Donald E. Leber
Phone 901-274-2727

**ST. PAUL'S MISSION FOR THE DEAF
OF GREATER HARTFORD**

679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fel-
lowship Guild, 4th Thursday at 7:00 p.m.

ST. GEORGE'S MISSION FOR THE DEAF
74 Federal St., New London, Conn.

Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF
1882 Post Rd., Darien, Conn.

Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar
Episcopal Missions for the Deaf of Conn.
23 Thomson Rd., West Hartford, Ct. 06107
TTY (and voice) (203) 561-1144

Welcome to . . .

PEACE LUTHERAN CHURCH FOR THE DEAF
4201 North College Avenue
Indianapolis, Indiana 46205

Worship every Sunday at 10:30 a.m.
Pastor Marlow J. Olson, the only full time
pastor to the deaf in the State of Indiana

When in Minneapolis, welcome to . . .
**BREAD OF LIFE LUTHERAN CHURCH
FOR THE DEAF**

2901 38th Avenue South,
Minneapolis, Minnesota 55406
Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

In the Nation's Capital visit . . .
CHRIST LUTHERAN CHURCH OF THE DEAF
5101 16th St., N.W., Washington, D.C. 20011
Sunday Worship—11:00 a.m.
Robert J. Muller, pastor
TTY 864-2119

You are welcome to worship at . . .

**HOLY CROSS LUTHERAN CHURCH
FOR THE DEAF**

101 N. Beaumont, St. Louis, Mo. 63103
Just west of Rodeway Inn, Jefferson Ave.
Worship every Sunday, 10:30 a.m.
Rev. Martin A. Hewitt, pastor
TTY (314) 725-8349

**PRINCE OF PEACE LUTHERAN CHURCH
FOR THE DEAF**

205 N. Otis, St. Paul, Minn.
Services every Sunday at 11:00 a.m.
Summer services every Sunday at 10:00 a.m.
Rev. Richard Reinap, pastor
Phone 644-9804 or 824-8968

**OUR SAVIOR EVANGELICAL LUTHERAN
CHURCH OF THE DEAF**

6861 Nevada Ave., Detroit, Mich. 48234
Church service every Sunday at 10:00 a.m.
The Rev. Russel Johnson, pastor
Need help? Phone 751-5823

DEAF ZION LUTHERAN CHURCH
15000 N.W. 27th Ave., Miami, Florida 33054
Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950

Every Sunday:
Bible Class 10:00 A.M.
Worship Service 11:00 A.M.
Ervin R. Oermann, pastor
Paul G. Consoer, lay minister

Visiting New York "Fun" City?
**ST. MATTHEW LUTHERAN CHURCH
OF THE DEAF**
41-01 75th St., Elmhurst (Queens), N.Y. 11373
11:00 a.m. Sunday Worship (10:00 a.m.
June-July-August)
Rev. Daniel A. Hodgson, Pastor
212-335-8141 or 516-248-2357 Voice or TTY
1 block from IND-74th St./Roosevelt Ave.
and IRT-74th St. Subways

In North New Jersey meet friends at

**ST. MATTHEW'S LUTHERAN
CHURCH FOR THE DEAF**

510 Parker St. at Ballantine Pkwy.
Newark, N. J. 07104
(Bus #27 to B. Pkwy., 3 bl. West)
Sundays, 10 a.m.; Thursdays, 8 p.m.
Rev. C. Roland "G" Gerhold, pastor
Need help? Phone (201) 485-2260

United Methodist

**CAMERON UNITED METHODIST CHURCH
OF THE DEAF**

1413 Sycamore, Cincinnati, Ohio 45210
Sunday Worship 11:00; Sunday Study 12:00
Rev. Tom Williams, minister
A place of worship and a place of service.
All are welcome.

**CHICAGO UNITED METHODIST CHURCH
OF THE DEAF**

Services in Dixon Chapel
77 West Washington St., Chicago, Ill. 60602
John M. Tubergen, leader
P. O. Box 683, Elmhurst, Ill. 60126

When in Metropolitan Washington, D.C.,
worship at

**WASHINGTON UNITED METHODIST CHURCH
FOR THE DEAF**

37th and Tilden Sts., Brentwood, Md.
Sunday Services at 2:00 p.m.
Captioned Movies every first Sunday
at 3:15 p.m.
Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF
657 West 18th St., Los Angeles, Calif. 90015
Sunday school, 9:45 a.m.; Sunday morning
worship, 11:00 a.m.; Bible Study, Tuesday,
7:30 p.m.

When in the Pacific paradise, visit
HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa Street, Honolulu, Hawaii 96815
Sunday School 9:15 a.m.; Worship 10:30 a.m.
Wed. Bible Study and Fri. Fellowship 7:00 p.m.
Children's weekday religious education classes
Rev. David Schiewek, pastor
For information call 732-0120

When in Atlanta, Ga., welcome to

**CRUSSELLE-FREEMAN CHURCH
OF THE DEAF**

(Non-Denominational)
1304 Allene Avenue, S.W., Atlanta, Ga. 30310
Sunday School 9:45 a.m.—Worship 11:00 a.m.
and 7:00 p.m.
Wednesday Bible study and prayer 7:00 p.m.
Rev. Wilber C. Huckleba, pastor
Free Captioned Movie, 7:00, third Friday

DEAF MISSIONARY CHURCH
3520 John Street (Between Texas and
Norvella Ave.) Norfolk, Va.
Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 6:30 to 7:00 p.m.)
THE DEAF HEAR
Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF
(Non-Denominational)

Meets in First Christian Church building
each Sunday.

Scott and Mynster Streets
Council Bluffs, Iowa
Bible School, 9:30 a.m.; Worship, 10:30 a.m.
Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

When in Allentown, Pa., welcome to
LEHIGH VALLEY CHURCH FOR THE DEAF

121 South 8th St., Allentown, Pa. 18101
Services held every fourth Sunday of the
month except July and August at 3:00 p.m.
An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public
Relations

CLUB DIRECTORY

In Atlanta, it's the
GATEWAY TO THE SOUTH
ATLANTA CLUB OF THE DEAF, INC.
760 Edgewood Ave., N.E.
Atlanta, Georgia 30307
Open Every Friday and Saturday Night

When in Baltimore
Make sure to visit "Friendly Club"
THE SILENT ORIOLE CLUB, INC.
2-4 E. Preston St., Baltimore, Md. 21202
Open every night and Sunday afternoon
Jerry Jones, secretary

CHICAGO CLUB OF THE DEAF
Room 204-206
538 South Wabash Ave., Chicago, Ill. 60605
Open Friday and Saturday evenings

SILENT ATHLETIC CLUB OF DENVER
1545 Julian St., Denver, Colo. 80204
Open Saturday evenings
Bonnie Lou Von Feldt, secretary

DETROIT ASSOC. OF THE DEAF, INC.
1240 Third Blvd., Detroit, Mich. 48226
Come to visit our new club when you are
in Detroit. Open Friday evening,
Saturday and Sunday.

EAST BAY CLUB OF THE DEAF, INC.
645 West Grand Ave., Oakland, Calif. 94612
Open Fri. evenings and Sat. and Sun.
afternoons and evenings
Hubert J. Sellner, secretary

GREATER INDIANAPOLIS DEAF CLUB
210 E. Ohio St. Indianapolis, Ind. 46204
Open Wednesday, Friday and Saturday
evenings
Leslie Massey, president

Welcome to Hawaii . . .
HAWAII CLUB FOR THE DEAF
American Auxiliary Hall
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2nd Saturday of each month
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